



COLLABORATING TO BETTER SERVE  
THE EDUCATIONAL NEEDS OF ADULTS

# Coastal North County Adult Education Consortium



Regional Comprehensive Plan  
March 1, 2015

**Carlsbad Unified  
School District**

**MiraCosta Community  
College District**

**Oceanside Unified  
School District**

**San Dieguito Union  
High School District**



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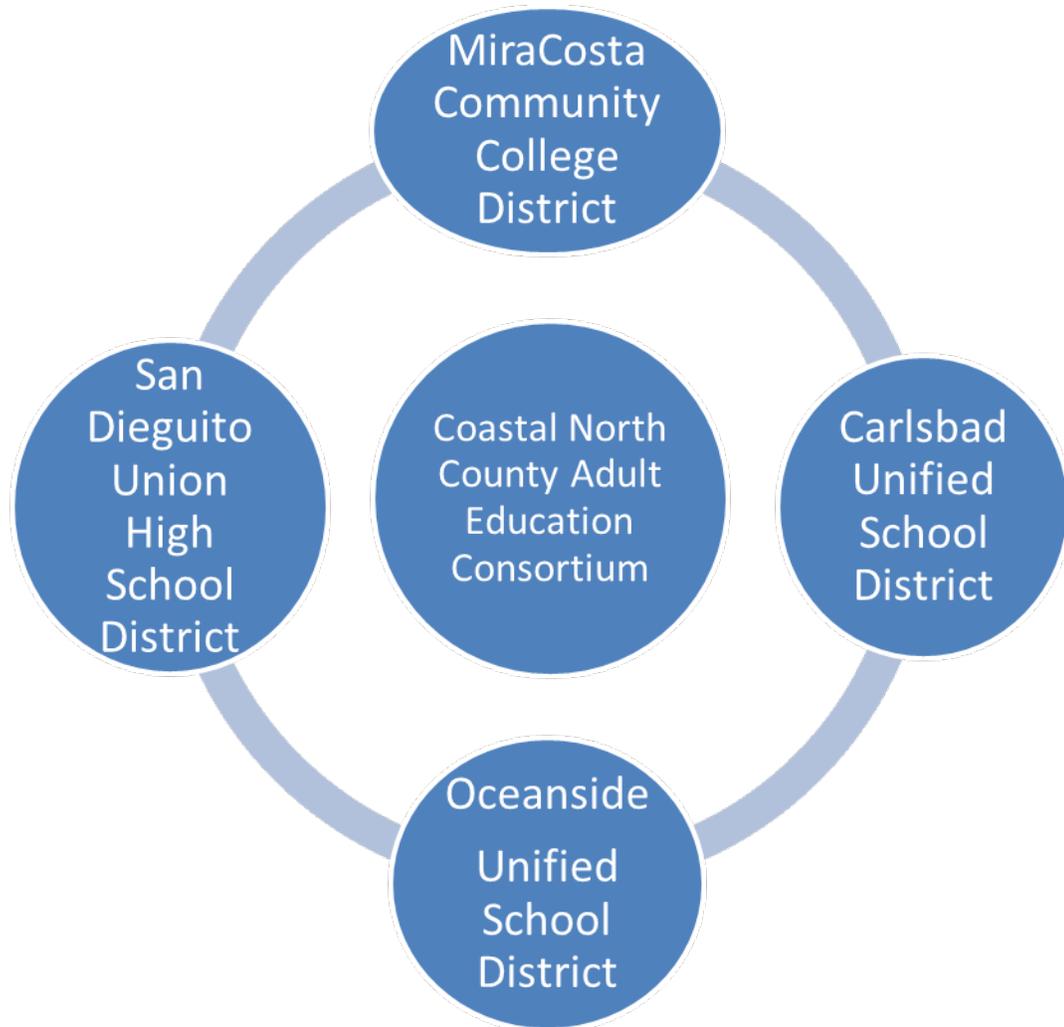
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# Overview of Consortium

## Organizational Structure

The consortium members include MiraCosta Community College District (MCCCD), as fiscal agent; Carlsbad Unified School District (CUSD), Oceanside Unified School District (OUSD) and San Dieguito Union High School District (SDUHSD). The consortium is comprised of a community college district, two unified school districts (K-12) and one union high school district (7-12) within the cities of Coastal northern San Diego county, a region of over 400,000 residents with a broad spectrum of ages, gender, ethnicity and socioeconomic status.



## Member Organizations

### **MCCCD:**

MiraCosta College has been the sole and/or primary provider of Elementary and Secondary Basic Skills and Classes and Courses for Immigrants for the Oceanside and Carlsbad Unified School Districts since 1973 when MCCCD, OUSD, and CUSD entered into an MOU which tasked the college with full responsibility for adult education in the northern region of the district. This MOU informs several portions of the following report as information on MCCCD's programs are also representative of the adult education programs for OUSD and CUSD.

In the areas of Adults with Disabilities (AwD) MiraCosta is the sole provider of courses and programs by any public education provider in the region. In Short-Term CTE, MiraCosta is one of two providers in the consortium area; more details on these programs will appear later in the report.

### **OUSD:**

In the area of Classes and Courses for Immigrants, Oceanside Unified School District (even with the MOU) currently offers a small ESL program aimed at meeting the needs of English as a Second Language students at locations within the community; again, more information on this programs will follow.

### **CUSD:**

As stated above, and due to the MOU, MCCCD is the sole representative provide of Adult Education for the Carlsbad Unified School District.

### **SDUHSD:**

San Dieguito Union High School District is slightly different than MCCCD, OUSD, and CUSD as it is currently the lone provider of adult education programs for the southern part of the consortium area. Although MCCCD and SDUHSD have always had a strong collaborative relationship, and although the MiraCosta College Office of Outreach communicates on a weekly basis with students and staff at all districts (OUSD, CUSD, and SDUHSD), the collaboration being made possible by AB 86 is sure to provide the much needed opportunity to expand and enhance adult education programs that will provide more educational equity throughout all of our region's service areas.

Overall, the strong relationships between MiraCosta Community College and the K-12 districts in the region have always focused on student success and community needs, so the formal consortium through AB 86 will be based equally on a long history of the districts working together to provide robust adult education programs, and on the innovative ideas and opportunities for collaboration that will enhance our abilities to provide a superior level of adult education to Coastal North County.

## Partner Organizations

The adult education programs at MiraCosta College have many strong partnerships with services in the community that assist students in transitioning to the workforce or to the higher education programs. Faculty 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 will be 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 issues. 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. Below is a list of some of the external partnerships with community and business organizations:

**ABC Apprenticeship Training Trust**

Katie Hansen, Director of Community Affairs  
13825 Kirkham Way  
Poway, CA 92064  
858.513.4700  
[www.abc.org](http://www.abc.org)

**Boys and Girls Club Del Mar Branch**

Jenny Chow, Clubhouse Manager  
858.720.2180  
[JChow@bgcsandieguito.org](mailto:JChow@bgcsandieguito.org)  
[www.bgcsandieguito.org](http://www.bgcsandieguito.org)

**Carlsbad Literacy Program**

Carrie Scott, Literacy Coordinator  
760.931.4510  
[carrie.scott@carlsbadca.gov](mailto:carrie.scott@carlsbadca.gov)  
[www.carlsbadca.gov](http://www.carlsbadca.gov)

**Carmel Valley Library**

Brenda Wegener, Branch Manager  
858.552.1668  
[bwegener@sandiego.gov](mailto:bwegener@sandiego.gov)  
[www.carmelvalleylibrary.org](http://www.carmelvalleylibrary.org)

**Casa de Amistad**

Nicole Mione-Green, Executive Director  
858.509.2590  
[director@casadeamistad.org](mailto:director@casadeamistad.org)  
[www.casadeamistad.org](http://www.casadeamistad.org)

**Encinitas Library**

Sheila Crosby, Interim Brach Manager  
760.753.7376  
[sheila.crosby@sdcounty.ca.gov](mailto:sheila.crosby@sdcounty.ca.gov)

**Encuentros Leadership**

Lisa Montes, Chair  
760.757.2121 x6396  
lmontest@miracosta.edu  
encuentrosleadership.org

**Mano a Mano Foundation**

Dr. Beatriz Villareal  
1103 Quail Gardens Court  
Encinitas, CA 92024  
760.492-8897  
Beatriz@manofoundation.org

**Oceanside Literacy Program**

Corrie Miles, Literacy Coordinator  
760.435.5682  
cmiles@ci.oceanside.ca.us  
www.co.oceanside.ca.us

**San Dieguito Alliance for Drug Free Youth**

PO Box 2448  
Del Mar, CA 92014  
SDAlliance4@aol.com

**San Diego North Economic Development Council**

Carl Morgan  
950 Boardwalk  
San Marcos, CA 92078  
Sdnedc.org

## Shared Leadership Strategies

The consortium members are committed to working together to ensure that learners throughout our region have access to equitable adult education programs that will enable all people to improve their opportunities for better jobs and lives.

The consortium has used a combination of shared leadership strategies including meetings, MOUs and partner agreements. In order to develop a relevant regional adult education program, the districts have created a dynamic system of interconnected relationships ready to lead change in a smart way in order to meet and exceed the expectations and demands of the adult education populations in the region.

The Leadership Team, comprised of the Dean of Community Education at MCCC and the Director of Adult Education at SDUHSD, are responsible for leading and implementing the plan of the consortium for adult education. MCCC and SDUHSD's shared leadership began with identifying individuals who have the skills to work alongside school administrators, to model teaching practice, analyze data, lead collaborative teams, and to possibly observe and coach teachers.

To complete the Leadership Team, a Project Manager was also identified and hired; the Project Manager acts as the liaison for the Advisory Team, the Leadership Team and partners, as well as to assure that the plan's grant agenda is met.

The members of the Leadership Team are:

**MiraCosta College**

Nikki Schaper, Ed.D., Interim Dean, Behavioral Sciences, History and Community Education  
760.795.8701  
nschaper@miracosta.edu  
www.miracosta.edu

**San Dieguito Union High School District**

Manuel Zapata, Director of CTE, ROP, EL and Community Programs  
760.753.6491 x5100  
manuel.zapata@sduhsd.net  
www.sdadulthood.com

**MiraCosta College**

Krista Warren, AB 86 Project Manager  
760.214.1200  
kwarren@miracosta.edu

A larger Advisory Team was also formed and it includes representatives from CUSD, OUSD, SDUHSD, Community Services, and other partners who have expertise from all five areas identified through AB 86 for the adult education project. The role of the Advisory Team is to review and evaluate data, including the regional gap analysis; to determine the needs for adult education in the region; to provide support and garner input or buy-in from partners and community members for a strong adult education program; and to advise the Leadership Team on developing and implementing the plan for the grant.

The members of the Advisory Team are:

**MiraCosta College**

Mary Benard, Ed.D., Vice President of Instruction  
760.795.6805  
mbenard@miracosta.edu

Nikki Schaper, Ed.D., Interim Dean, Behavioral Sciences, History and Community Education  
760.795.8701  
nschaper@miracosta.edu

Angela Senigaglia, Workgroup Chair & Editor  
760.795.8721  
asenigaglia@miracosta.edu

Krista Warren, AB 86 Project Manager  
760.214.1200  
kwarren@miracosta.edu

**San Dieguito Union High School District**

Manuel Zapata, Director of CTE, ROP, EL and Community Programs  
760.753.6491 x5100  
manuel.zapata@sduhsd.net

**Carlsbad Unified School District**

Robert Nye, Assistant Superintendent Instructional Services  
760.331.5013  
rnye@carlsbadusd.net  
www.carlsbadusd.K-12.ca.us

Jorge Espinoza  
Principal, Alternative Education Programs  
760.331.5299  
jespinoza@carlsbadusd.net

**Oceanside Unified School District**

Eileen Frazier, Director, Secondary Curriculum and Instruction  
760.966-7822  
efrazier@oside.us  
www.oside.K-12.ca.us

Chris Hurst, Ed.D, Associate Superintendent – Educational Services  
760.966-4003  
chris.hurst@oside.us

*\*Work Group Chairs are also members of the Advisory Team. See the “Description of Faculty and Teacher Involvement” for more details.*

Due to the long history of effective collaborations among the districts, the Leadership Team and Advisory Team are committed to shared governance and have worked hard to ensure that there is a common vision and voice for all the partners and members of the Coastal North County Adult Education Consortium.

## Description of the Planning Process

Once again, the execution of this grant began with the identification of the Leadership Team and Advisory Team, in addition to the Work Group teams. The plan also began with research to ascertain the extent of the adult education programs that are currently provided by all consortium partners in the five funded areas and in identifying gaps in those areas around the region. Once gaps were identified, then the writing of the narrative, and the collaboration of each of the work groups to reimagine and improve adult education programs in the region really began.

An important component in this process was the identification and hiring of BW Research who conducted a study of the local businesses in the region who have employee preparedness or employee training needs that might be supported by, or met by, the adult education programs recognized by AB 86. Once the needs were identified, those needs were compared with the current programs offered in all the five areas and the gap analysis provided informs large portions of this report. In addition to the preliminary report, BW representatives have regularly

attended the Advisory Team meetings and as the report writing has evolved, so has the need for ongoing research.

In terms of planning process for the grant money provided for the AB 86 work, the consortium members agreed early in the planning process to have MiraCosta College act as the fiscal agent for the grant; however, all actual expenditures of the grant have been decided upon by mutual agreement from members of the Leadership Team. Then, under the direction of the Leadership Team, the Project Manager has coordinated all other aspects of the grant. Some of the duties of the Project Manager have included: development of clear objectives for the plan; partnership development and communication; submission of required reports; data collection; identification of resources; and any other duties that would ensure the success of the project. The Project Manager has also been responsible for scheduling regular meetings with the Leadership Team and the Advisory Team to ensure that continuous communications among all those involved is maintained and that the plan's goals and objectives are met.

The main goals of this plan are to identify the needs of adult education in the community and develop programs and strategies to meet those needs. At the forefront of the plan is student success and an emphasis on the positive collaboration that has been made possible by AB 86.

## Description of Teacher and Faculty Involvement

Four workgroups were created in an effort to obtain representation from as many consortium members and possible.

Because there are currently no programs for apprenticeships in our consortium area, a workgroup was not created; however, information on this element of the AB 86 task will be addressed within each objective, as appropriate.

Membership on the four workgroups is as follows:

### **1) Elementary and Secondary Basic Skills, including classes required for a high school diploma or high school equivalency certificate**

#### **MiraCosta College**

*Chair:* Angela Senigaglia, Noncredit AHS English Faculty

760.757.2121 x8721

asenigaglia@miracosta.edu

Julie Cord, Noncredit AHS Social Science Faculty

760.795.8726

jcord@miracosta.edu

Scott Fallstrom , Credit Basic Skills Math Faculty

760.757.2121 x6501

sfallstrom@miracosta.edu

**San Dieguito Union High School District**

Michele Brown, HSDP Instructor  
760.753.3860 X5602  
michele.brown@sbcglobal.net

*Resource:*

**MiraCosta College**

Kelly Hagen, Letter Department: Pre-Transfer English, Department Chair  
760.757.2121 x7784  
khagen@miracosta.edu

**2) Classes and Courses for Immigrants , including Citizenship, English as a Second Language and Workforce Preparation classes in basic skills**

**MiraCosta College**

*Chair:* Ruth Gay, Noncredit ESL Department Chair  
760.795.8734  
rgay@miracosta.edu

Melissa Lloyd-Jones, Letters Department – Credit ESL, Department Chair  
760.757.2121 x6515  
mlloydjones@miracosta.edu

**Oceanside Unified School District**

Leslie Branson, ESL Instructor  
760.966.4082  
leslie.branson@oside.us

**San Dieguito Union High School District**

Ann Dempsey, Citizenship Instructor  
858.755.7563  
anndempsey@sbcglobal.net

Kristin Viemeister, ESL Instructor  
760.815.9708  
viemeister@sbcglobal.net

**3) Education programs for Adults with Disabilities**

**MiraCosta College**

Ti Wolpov, Noncredit Instructor, Special Education  
760.560.8933  
hwolpov@miracosta.edu

**San Dieguito Union High School District**

Nathan Molina, Special Education  
760.753.6491  
nathan.molina@sduhsd.net

**San Diego Regional Center**

Stormy Miller, MSW, Adult Day Program/Habilitation Coordinator  
4355 Ruffin Road  
San Diego, CA 92123  
858-576-2949 (work)  
stormy.miller@sdr.org

*Resource:*

**MiraCosta College**

Connie Wilbur, Director Disabled Services Programs and Services  
760.757.2121 x6300  
cwilbur@miracost.edu

**4) Short-term Career Technical Education programs with high employment potential****San Dieguito Union High School District**

Eric Neubauer, Faculty  
Eric.neubauer@sduhsd.net  
www.ericneubauer.com

**MiraCosta College**

Linda Kurokawa, Director, Community Services  
760.795.6807  
lkurokawa@miracosta.edu

*Resource:*

**MiraCosta College**

Al Taccone Ph.D., Dean, School of Career & Technical Education  
760.795.6807  
ataccone@miracosta.edu

**BW Research**

Josh A. Williams, President, BW Research Partnership Inc.  
760.730.9329  
jwilliams@bwresearch.com

## Communication Plan

Systems of communication that have high levels of stakeholder involvement in their design are being implemented. The Project Manager has maintained regular communication between the Leadership Team and the Advisory Team, as well as within and among the four work groups. GoogleDocs, as a web-based communication tool, has been used as a means for keeping all stakeholders informed of the plan and the goals of the plan. A consortium website has also been created where the final AB 86 report will be available once all reports and materials are finalized.

Additionally, the consortium has used, and will continue to use, a combination of the following communication tools: Online communication, School board updates, Bi-weekly email updates, etc.

The primary communication goal from early in the implementation phase of our consortium plan has been to widely share the planning process with the community stakeholders in order to receive input from the community. Frequent and timely communication with all stakeholders, demonstrating that feedback has been heard and incorporated into the plan, has been aimed at communicating to community partners that their voices are important and that the consortium leaders wish to set the stage for positive communication moving forward. Regular Advisory Team meetings have been a place for stakeholder to come and not only hear updates on the AB 86 report for the region, but also to share information on the needs within the community and the consortium has enjoyed regular visitors to these meetings from community members, local business owners, and other regional program directors.

## Demographic Profile of Region

- **San Diego North County**

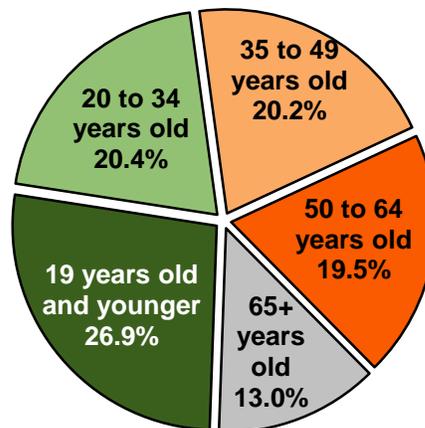
The North County comprises the geographic area from Camp Pendleton to Borrego Springs and south to Del Mar. The region contains the municipalities of Carlsbad, Oceanside, Vista, San Marcos, and Escondido that make up the 78 corridor. It is an expansive region just north of the City of San Diego that is larger than eight states including Delaware, Montana and South Dakota.

- **Regional Demographic Profile:**

San Diego's North County region is home to nearly 1.15 million people. The region has experienced overall population growth of close to four percent since 2010, with the addition of nearly 44,000 people. The following section highlights the different demographic characteristics of the North County region.

The figure below (Figure 1) displays the proportional composition of the region's population by age. Over 47 percent of North County's inhabitants were 34 years of age or younger in 2013.

Figure 1: Age (2013)<sup>1</sup>

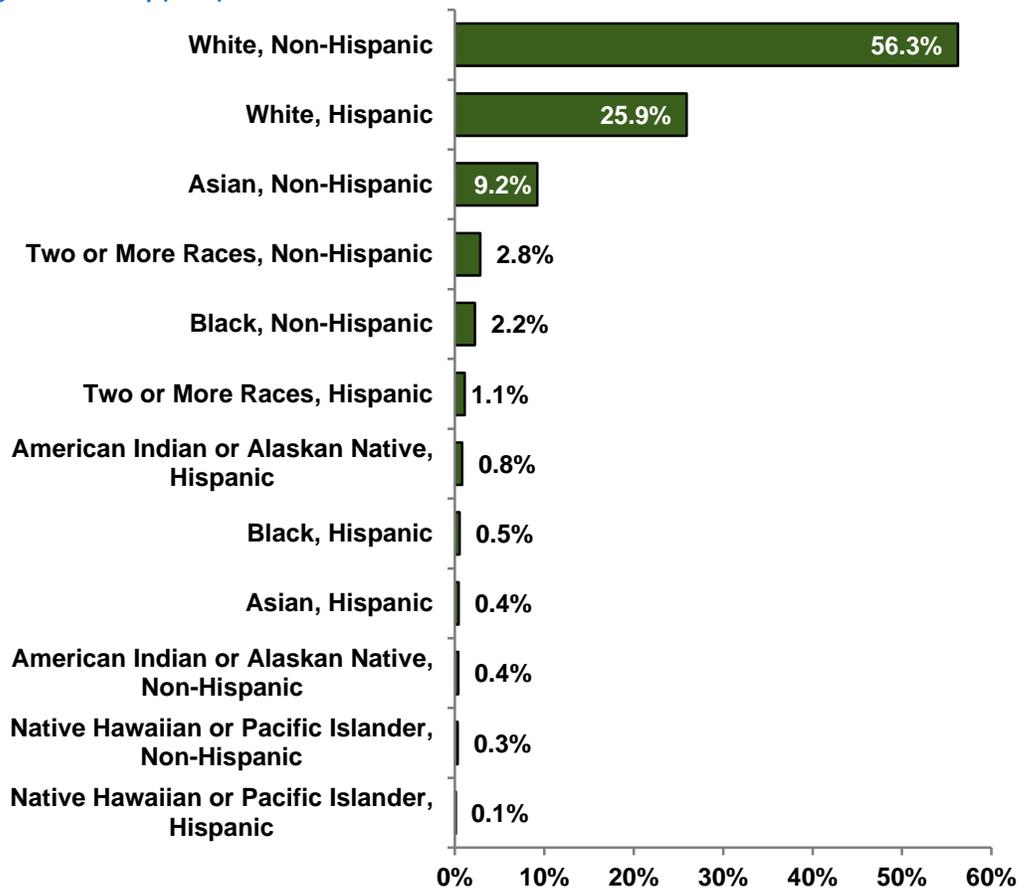


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<sup>1</sup> EMSI 2014.2 QCEW and non-QCEW

The majority (56%) of the population was classified as White, Non-Hispanic in 2013. A further 26 percent identified as White, Hispanic.

Figure 2: Ethnicity (2013)<sup>2</sup>

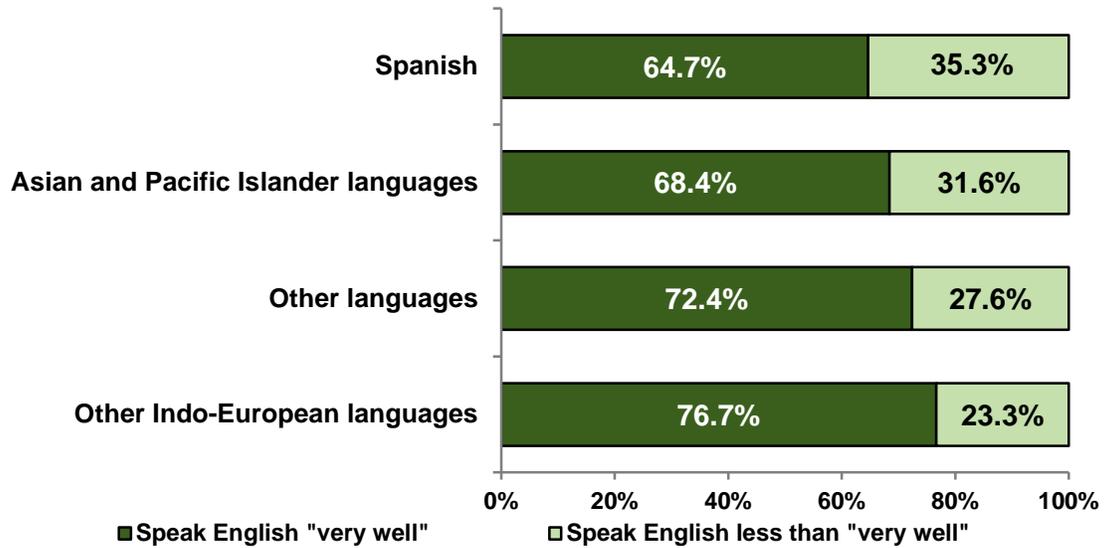


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<sup>2</sup> EMSI 2014.2 QCEW and non-QCEW

Over 340,000 individuals in the region speak a language other than English at home, of which approximately half (49.6%) speak English less than “very well.” Spanish is the most widely utilized language other than English, with nearly 221,000 residents that speak the language at home (either exclusively or mixed with English or another language). Over one-third of Spanish speakers (120,600) in North County speak English less than “very well.”

Figure 3: Language Other than English Spoken at Home (2012)<sup>3</sup>

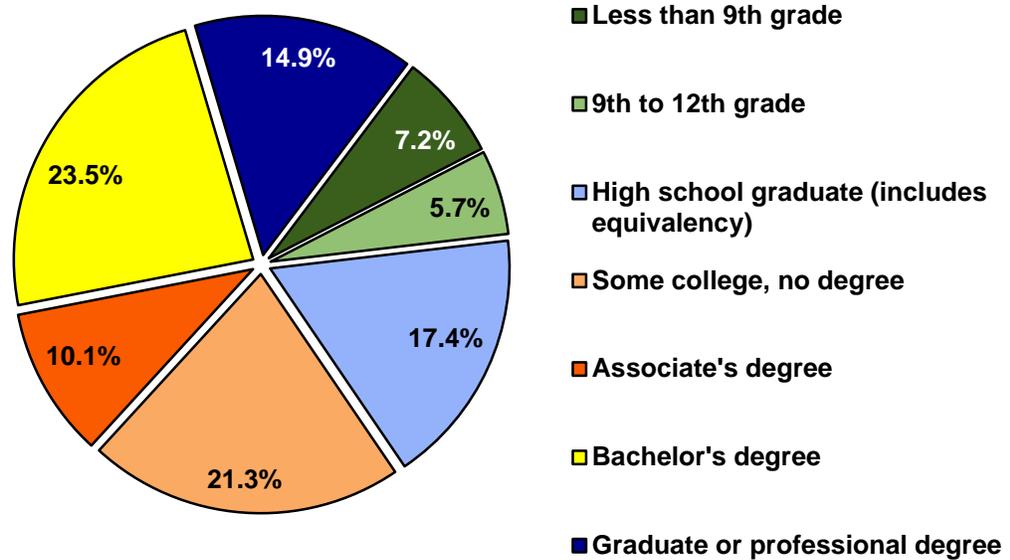


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<sup>3</sup> American Community Survey (ACS) 2012 five year estimates

Just under 70 percent of residents 18 and older in North County have completed at least some college. Thirty-eight percent of the entire adult population possesses a bachelor's degree or a graduate or professional degree. Meanwhile, nearly 13 percent of all North County adults have completed less than high school completion or its equivalent.

Figure 4: Educational Attainment (2014)<sup>4</sup>



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<sup>4</sup> EMSI 2014.2 QCEW and non-QCEW

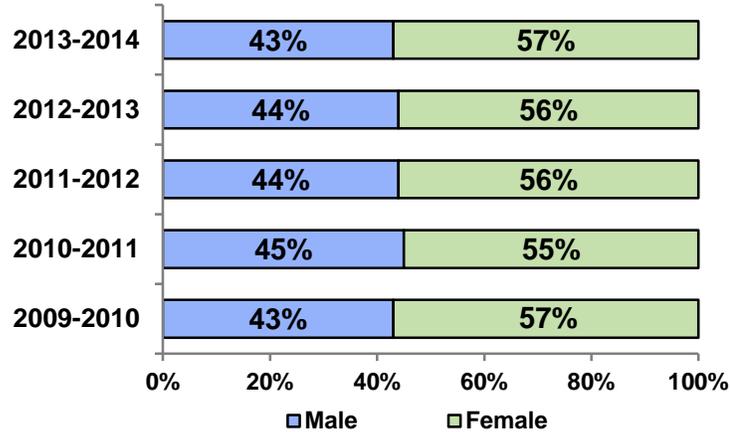
## Consortia Member Profiles

This consortium includes a region of over 400,000 residents within a broad spectrum in terms of age, gender, ethnicity and socioeconomic status.

### MiraCosta College

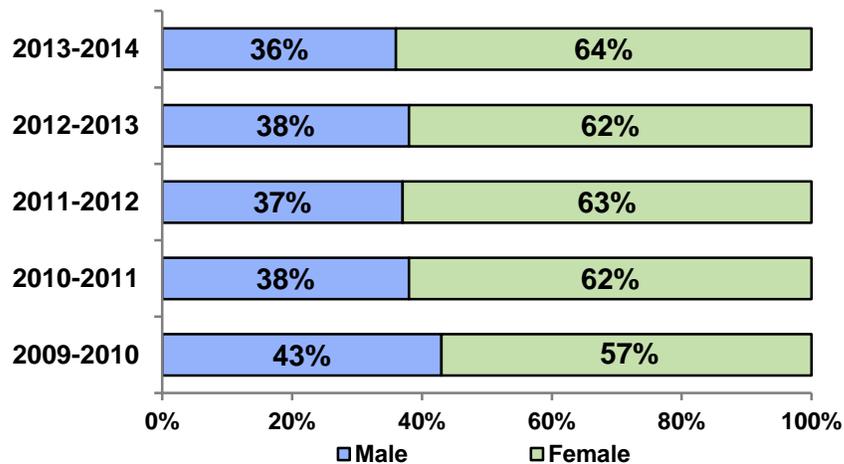
For the program Elementary and Secondary Basic Skills at MiraCosta College, there has been a majority of females from the 2009-10 to the 2013-14 fiscal year.

Figure 5: Student Gender in the Elementary and Secondary Basic Skills Program



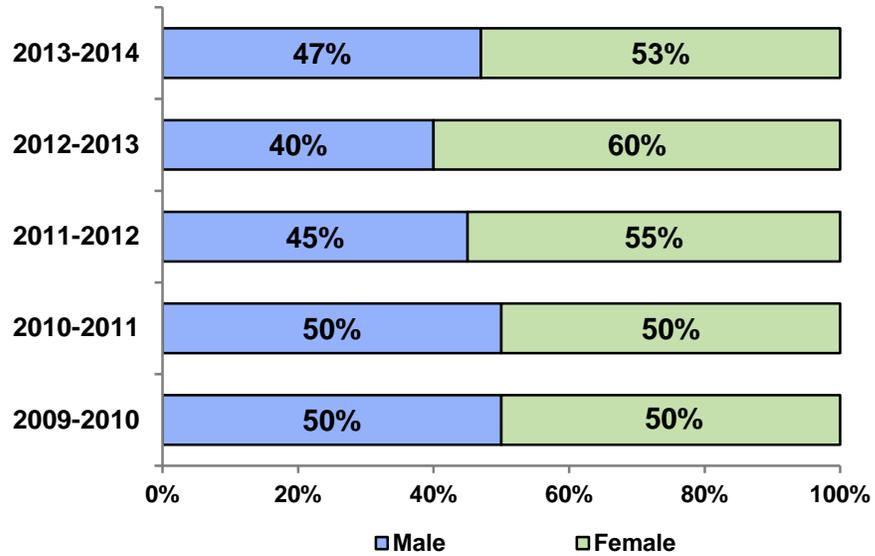
For the program Noncredit ESL/citizenship, there has also been a majority of females from the 2009-10 to the 2013-14 fiscal year. The percentage of females in this program is greater than the elementary and basic skills program with the exception of the 2009-10 fiscal year.

Figure 6: Student Gender in the Noncredit ESL/Citizenship Program



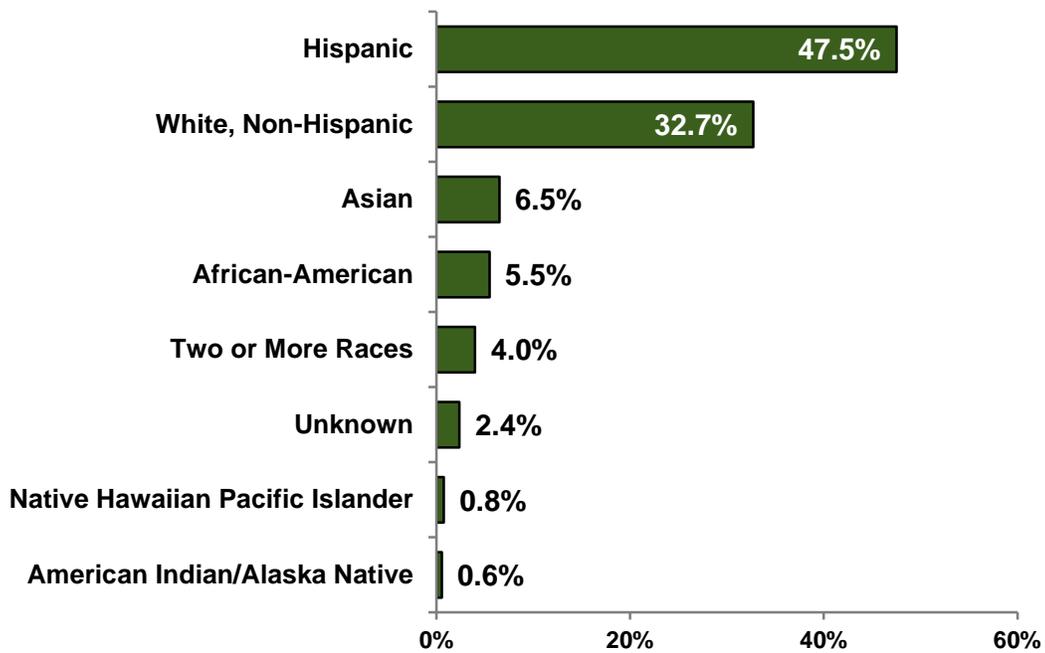
In contrast, for the program area Short-Term Career Technical Education/Workforce Preparation, there has not been large gender differences in three of the five fiscal years.

Figure 7: Student Gender in the Short-Term Career Technical Education/Workforce Preparation Program



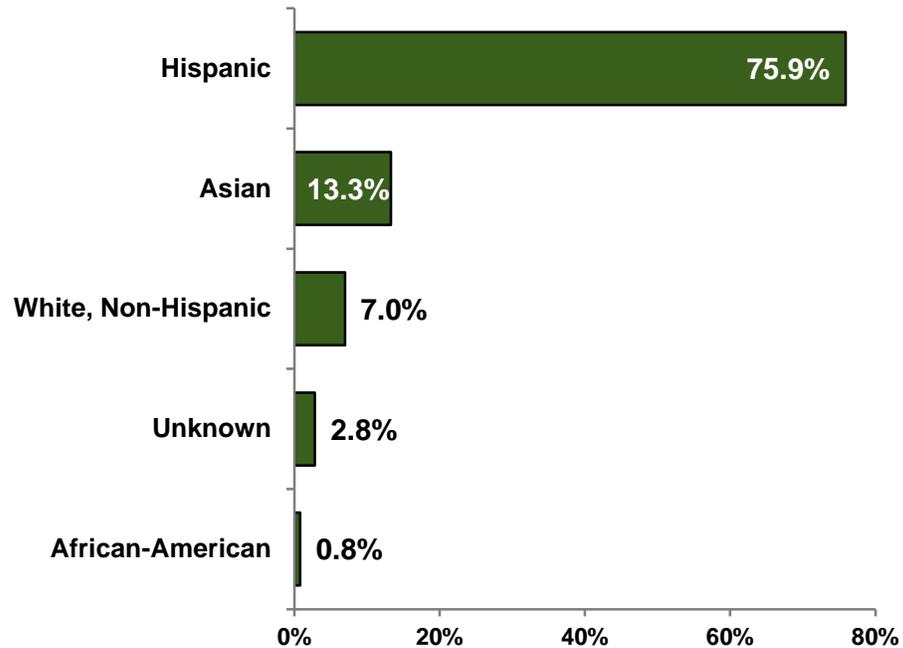
A plurality (48%) of the students in the program Elementary and Secondary Basic Skills are classified as Hispanic. A further 33 percent identified as White, Non-Hispanic.

Figure 8: Student Ethnicity in the Elementary and Secondary Basic Skills Program



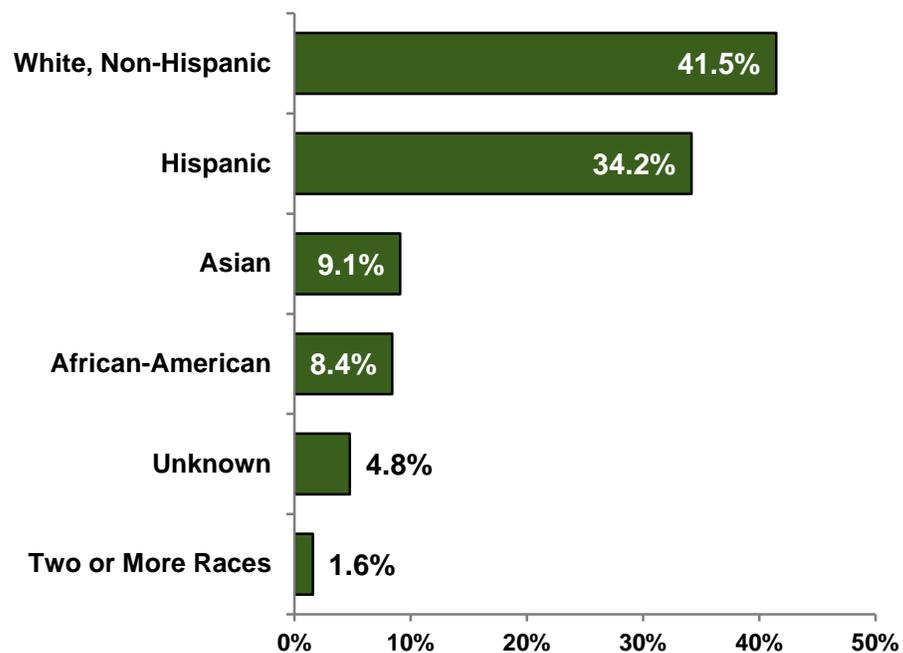
For the Noncredit ESL/Citizenship program, a majority (76%) of students are identified as Hispanic. An additional 13 percent are classified as Asian.

Figure 9: Student Ethnicity in the Noncredit ESL/Citizenship Program



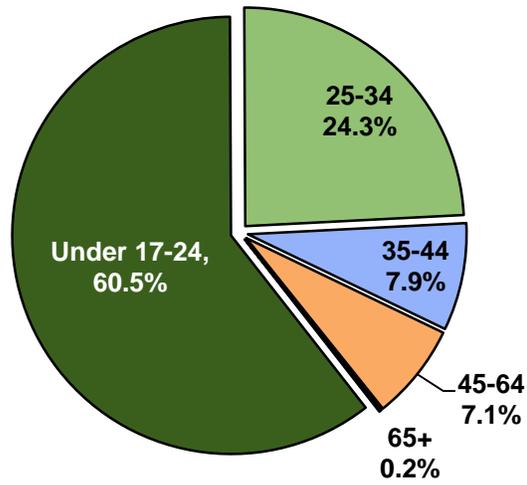
A plurality (41%) of students in the Short-Term Career Technical Education/Workforce Preparation program are recognized as White, Non-Hispanic. A further 34 percent are classified as Hispanic.

Figure 10: Student Ethnicity in the Short-Term Career Technical Education/Workforce Preparation Program



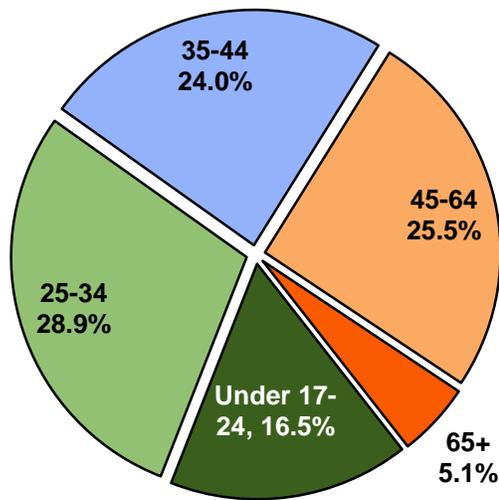
A majority (85%) of the students in the Elementary and Secondary Basic Skills programs are under the age of 17 to 34 years old while 15 percent is over the age of 35.

Figure 11: Student Age in the Elementary and Secondary Basic Skills Program



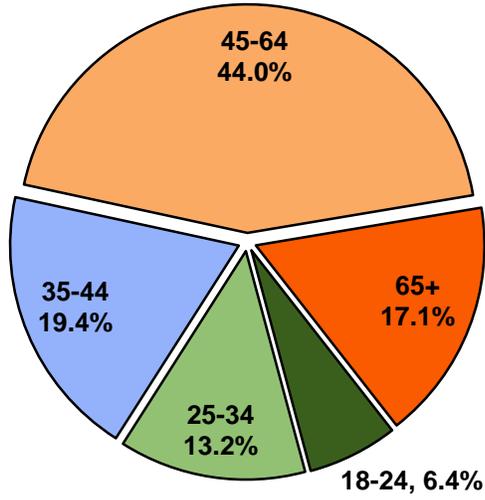
In contrast, a majority (55%) of students in the Noncredit ESL/citizenship program are over the age of 35.

Figure 12: Student Age in the Noncredit ESL/Citizenship Program



Eighty percent of students in the Short-Term Career Technical Education/Workforce Preparation program are over the age of 35, while 20 percent are under the age of 34.

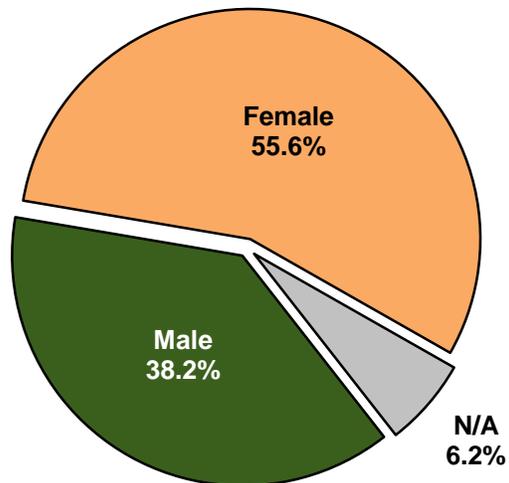
Figure 13: Student Age in the Short-Term Career Technical Education/Workforce Preparation Program



### **San Dieguito Adult School**

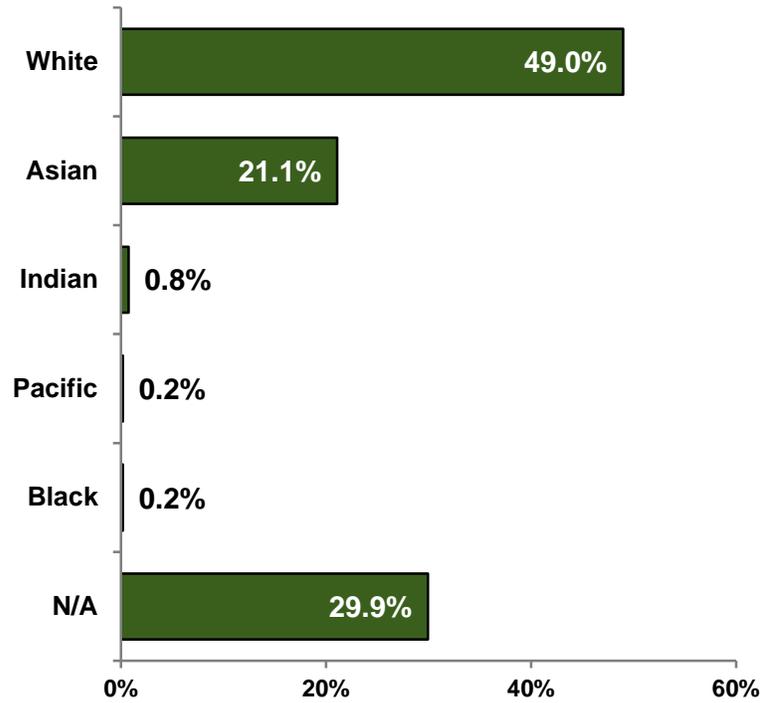
A majority (56%) of the students that attend San Dieguito Adult School are female, while 38 percent are male.

Figure 14: Gender at San Dieguito Adult School



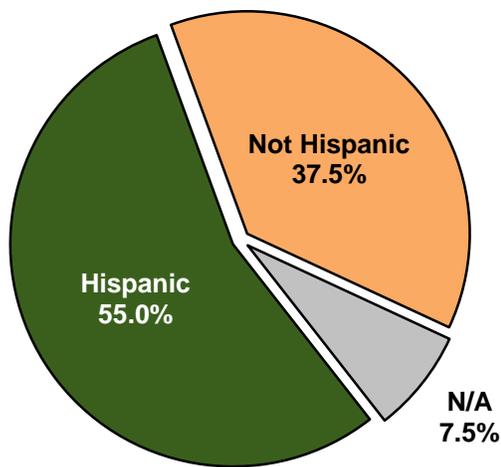
A majority (49%) of the students at San Dieguito Adult School are classified as White. A further 21 percent identified themselves as Asian.

Figure 15: Race at San Dieguito Adult School



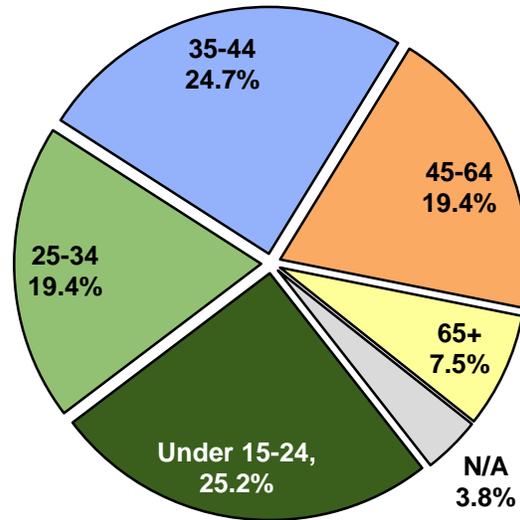
A majority (55%) of the students at San Dieguito Adult School are Hispanic, while 38 percent are identified as Not Hispanic.

Figure 16: Ethnicity at San Dieguito Adult School



The figure below displays the proportional composition of the students at San Dieguito Adult School by age.

Figure 17: Student Age at San Dieguito Adult School

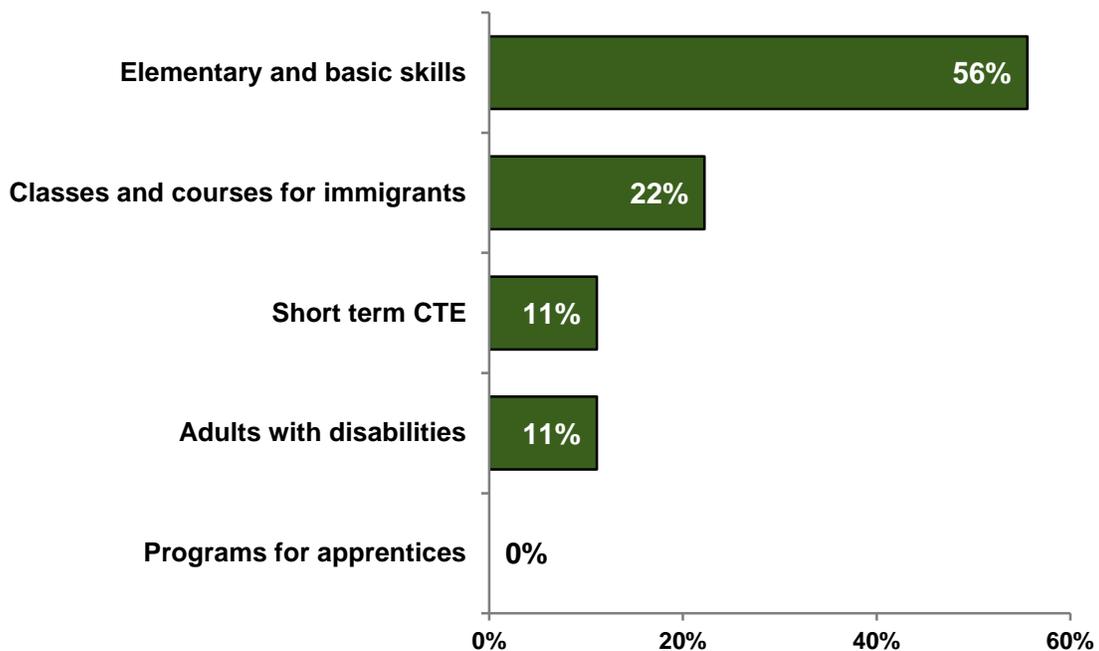


## Consortia Program Profiles

Reviewing the five program areas, the most common that MiraCosta College, San Dieguito Union High School District, and Oceanside Unified School District provide are Elementary and Secondary Basic Skills and Classes and Courses for immigrants. There are a total of four Elementary and Secondary Basic Skills programs and four under the Classes and Courses for Immigrants programs area. Two programs is offered in the ShortTerm CTE program area and one is offered in the Adults with Disabilities area. No members provide services in programs for apprentices, nor for incarcerated adults.

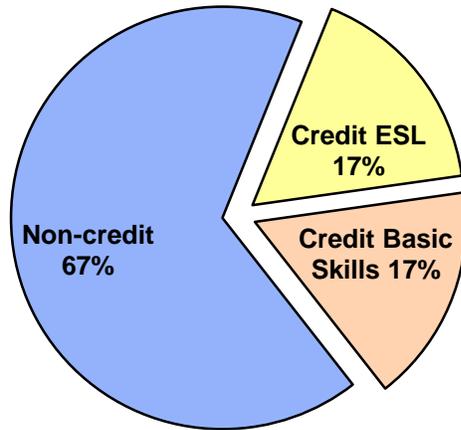
The figure below reveals the number of adult education programs in Coastal North County by their program area. As the figure below indicates, more than half of the adult education programs in the consortium are classified as elementary and basic skills programs, about a quarter are categorized as classes and courses for immigrants and the remaining programs were classified as short-term CTE and programs for Adults with Disabilities.

Figure 58: Member Program Areas



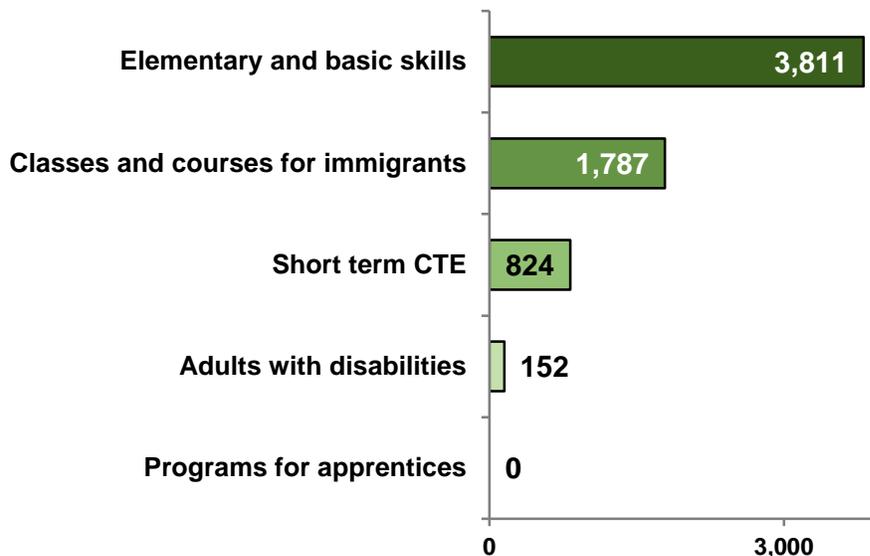
Of the member programs, four are non-credit programs, one is a credit English as a Second Language (ESL) program, and one is a credit basic skills program.

Figure 19: Member Non-Credit, Credit ESL, and Credit Basic Skills Programs



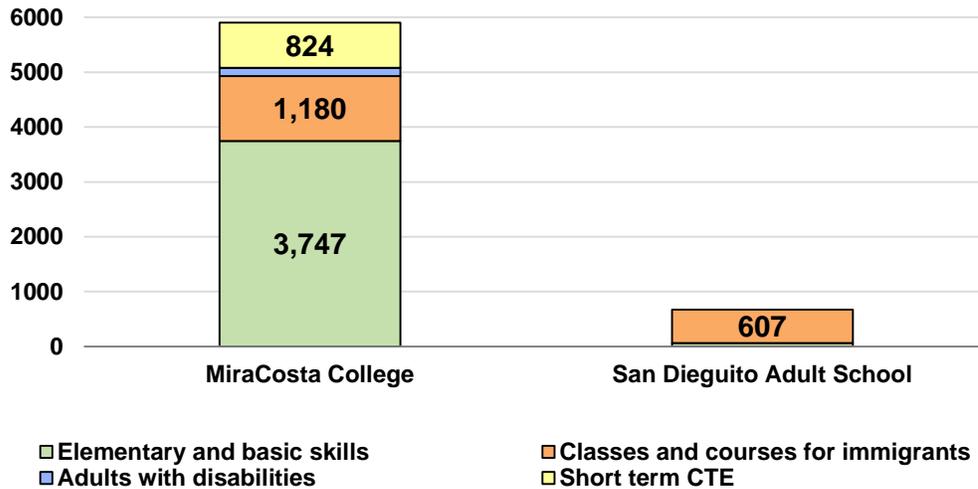
The total 2012-2013 unduplicated enrollment for members was 6,574 with an average enrollment of 1,315. The highest enrollment was for the program area elementary and basic skills, with a total of 3,811 and an average enrollment of 1,906. The second highest was in classes and courses for immigrants with a total of 1,787 and an average enrollment of 894. Short term CTE had a total unduplicated enrollment of 824 and Adults with Disabilities had a total of 152 unduplicated enrollment for 2012-2013. No members provided programs for apprentices, hence enrollment was 0.

Figure 20: Member Unduplicated Enrollment for the 2012-13 Fiscal Year



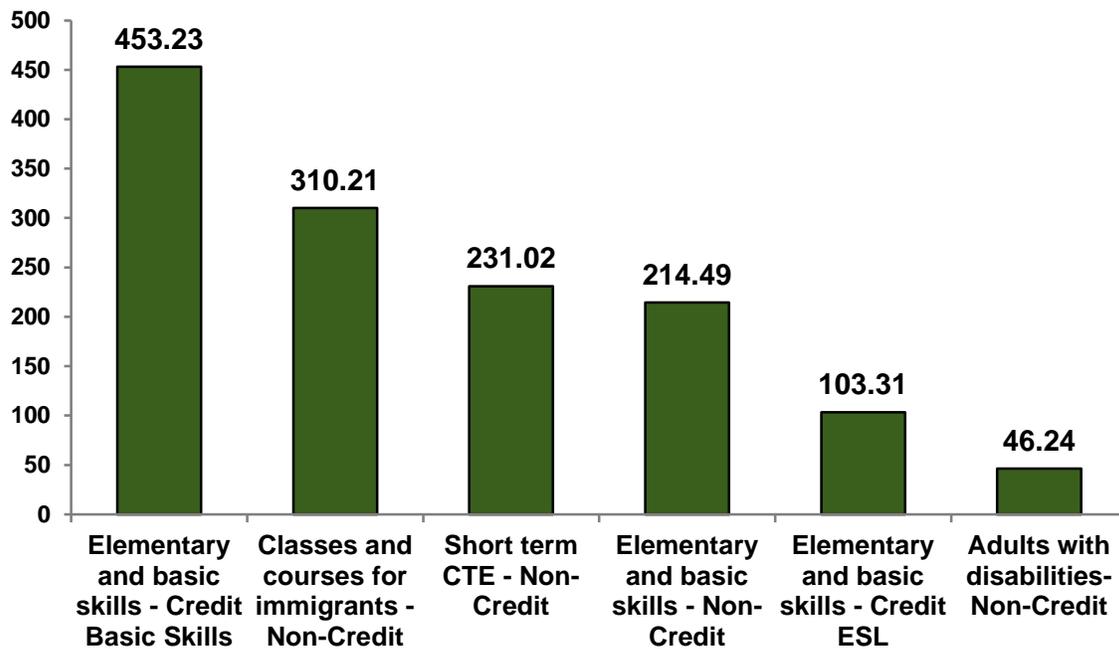
When 2012-2013 enrollment is broken down by consortium members, MiraCosta College had the highest enrollment of the Elementary and Secondary Basic Skills programs (3,747), followed by Classes and Courses for Immigrants (1,180), Short-Term CTE (824), and Adults with Disabilities (152). San Dieguito Adult School had the highest enrollment in Classes and Courses for Immigrants (607), followed by classes and courses in Elementary and Secondary Basic Skills (64).

Figure 21: Member Unduplicated Enrollment Breakdown for the 2012-13 Fiscal Year



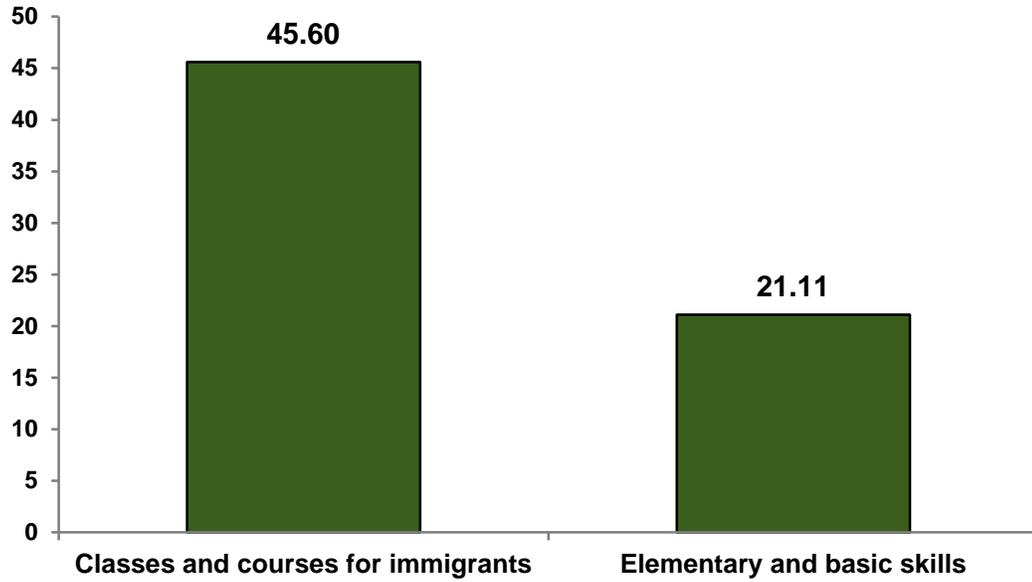
The full time equivalent students (FTES) in the 2013-14 fiscal year ranges are highest in the Elementary and Secondary Basic Skills area, while the lowest FTES are in the Adults with Disabilities program area.

Figure 22: Full Time Equivalent Students (MiraCosta College)



For average daily attendance (ADA) for the 2013-14 fiscal year, Classes and Courses for Immigrants programs had a considerably higher average attendance (46) than Elementary and Secondary Basic Skills (21) for San Dieguito Union High School District and Oceanside Unified School District.

Figure 23: Average Daily Attendance (SDUHSD & OUSD)



## Operational Costs for Programs in the Region

The total operational cost for the 2012-13 fiscal year was \$4,168,553 and increased to \$4,839,085 for the 2013-14 fiscal year. The highest cost is for the program area Classes and Courses for Immigrants, followed by Elementary and Secondary Basic Skills, Short-Term CTE, and finally, Adults with Disabilities.

Figure 24: Total Operational Costs per Program Area for the 2012-13 Fiscal Year

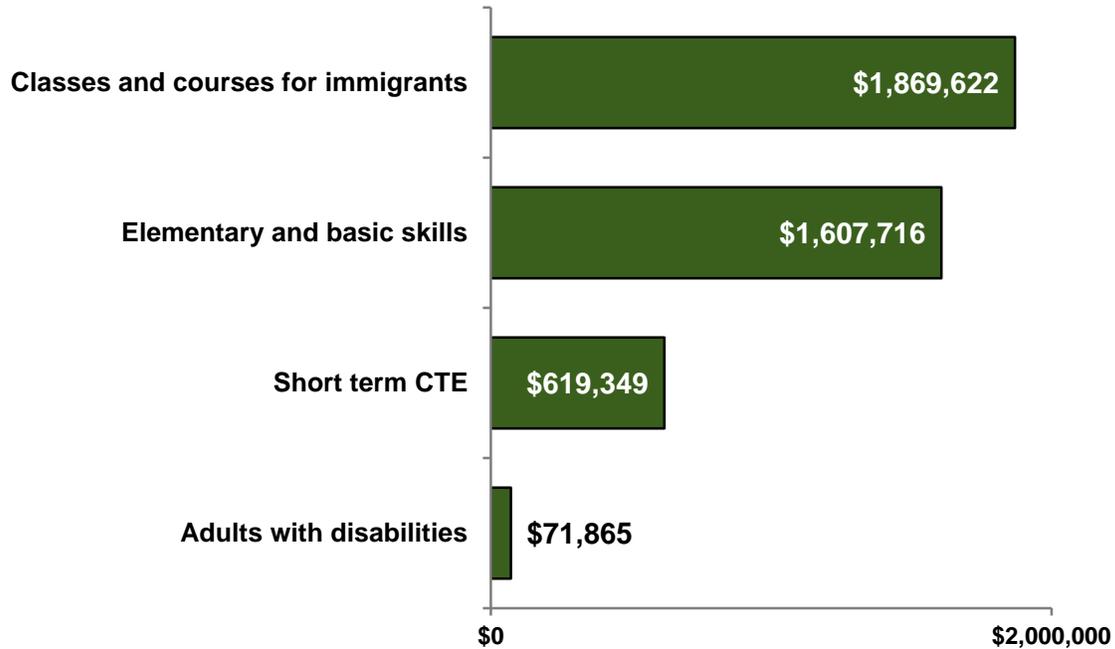
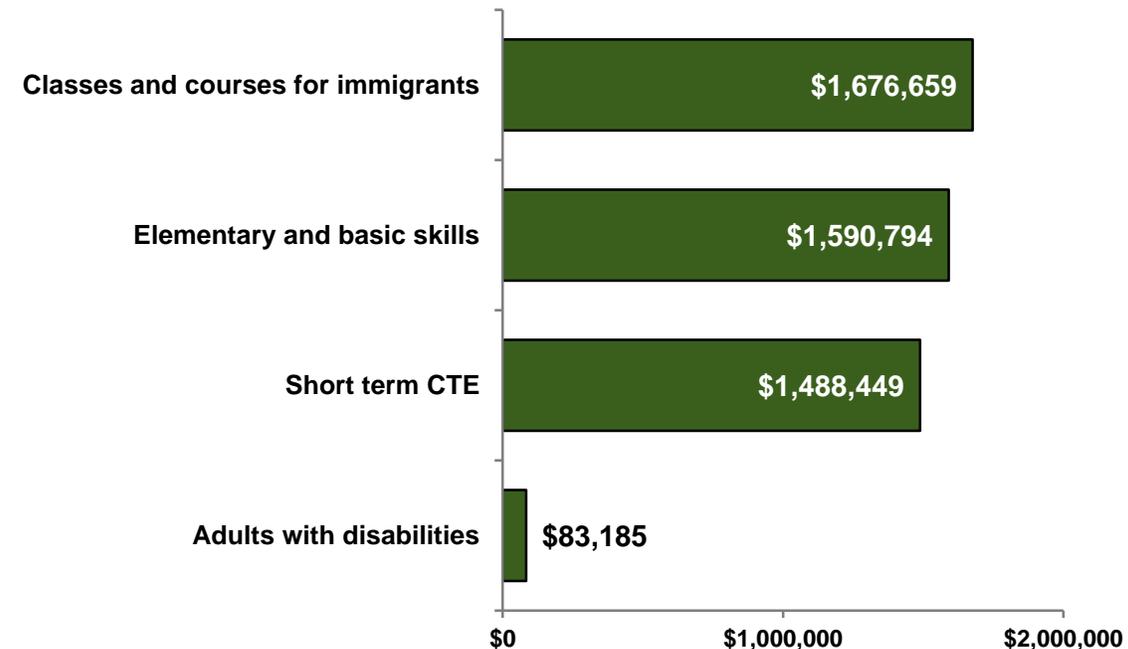
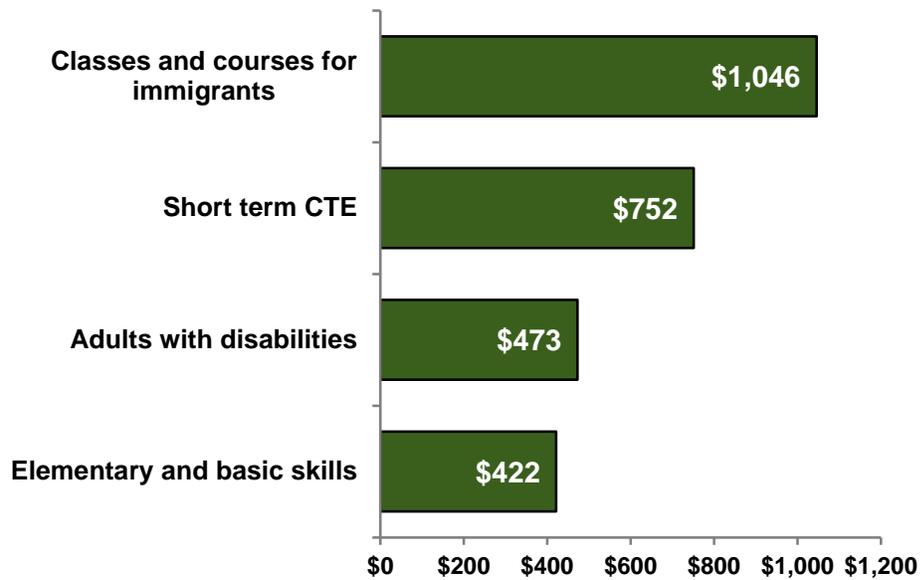


Figure 25: Total Operational Costs per Program Area for the 2013-14 Fiscal Year



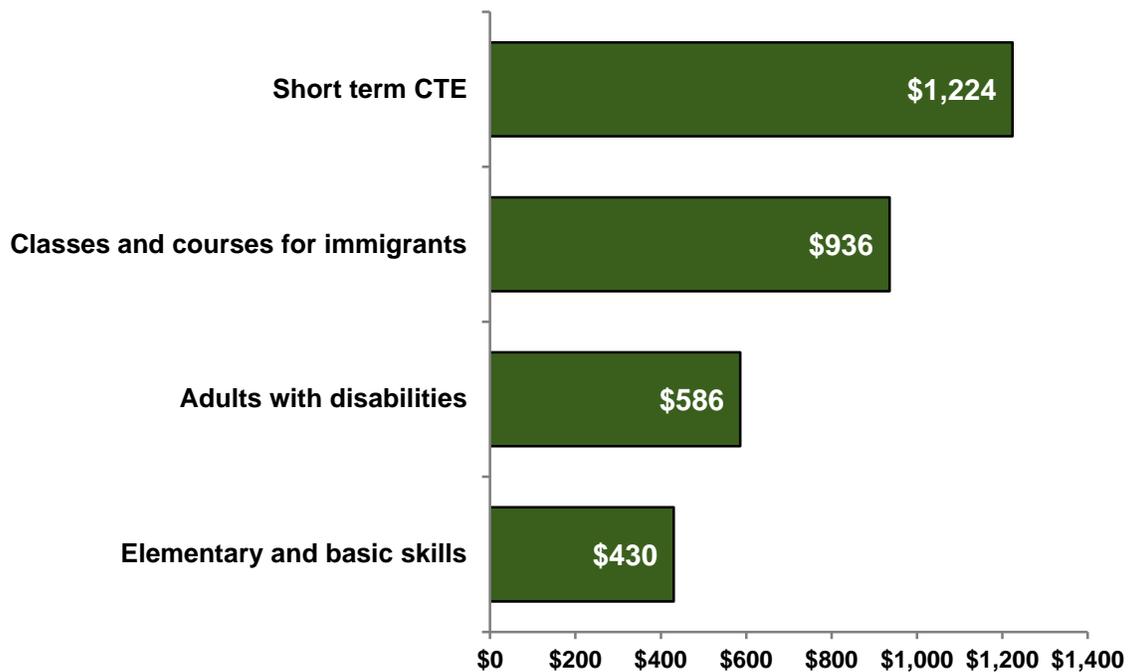
When total operational cost is broken down for the 2012-13 fiscal year, the highest cost per student is for Classes and Courses for Immigrants followed by Short-Term CTE, Adults with Disabilities, and Elementary and Secondary Basic Skills.

Figure 26: Operational Cost per Student for the 2012-13 Fiscal Year



When total operational cost is broken down for the 2013-14 fiscal year, the highest cost per student is for Short-Term CTE followed by Classes and Courses for Immigrants, Adults with Disabilities, and Elementary and Secondary Basic Skills.

Figure 27: Operational Cost per Student for the 2013-14 Fiscal Year

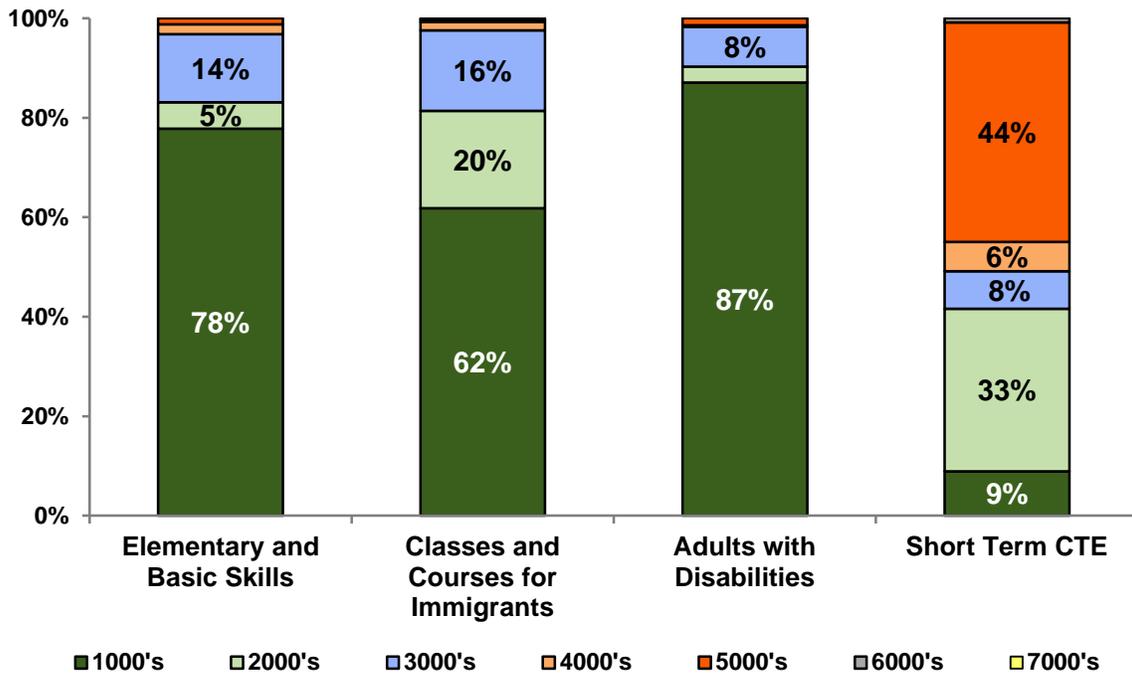


When total operational cost per program is broken down by cost categories, the top categories for Elementary and Secondary Basic Skills, Classes and Courses for Immigrants, and Adults with Disabilities programs are instructional salaries (1000's), non-instructional salaries (2000's) and employee benefits (3000's). Categories that are not as high and that made up less than three percent of the total operational cost are supplies and materials (4000's), operating expenses and services (5000's) and capital outlay (6000's).

In contrast, for short term CTE programs, the top categories are operating expenses and services (5000's) and non-instructional salaries (2000's).

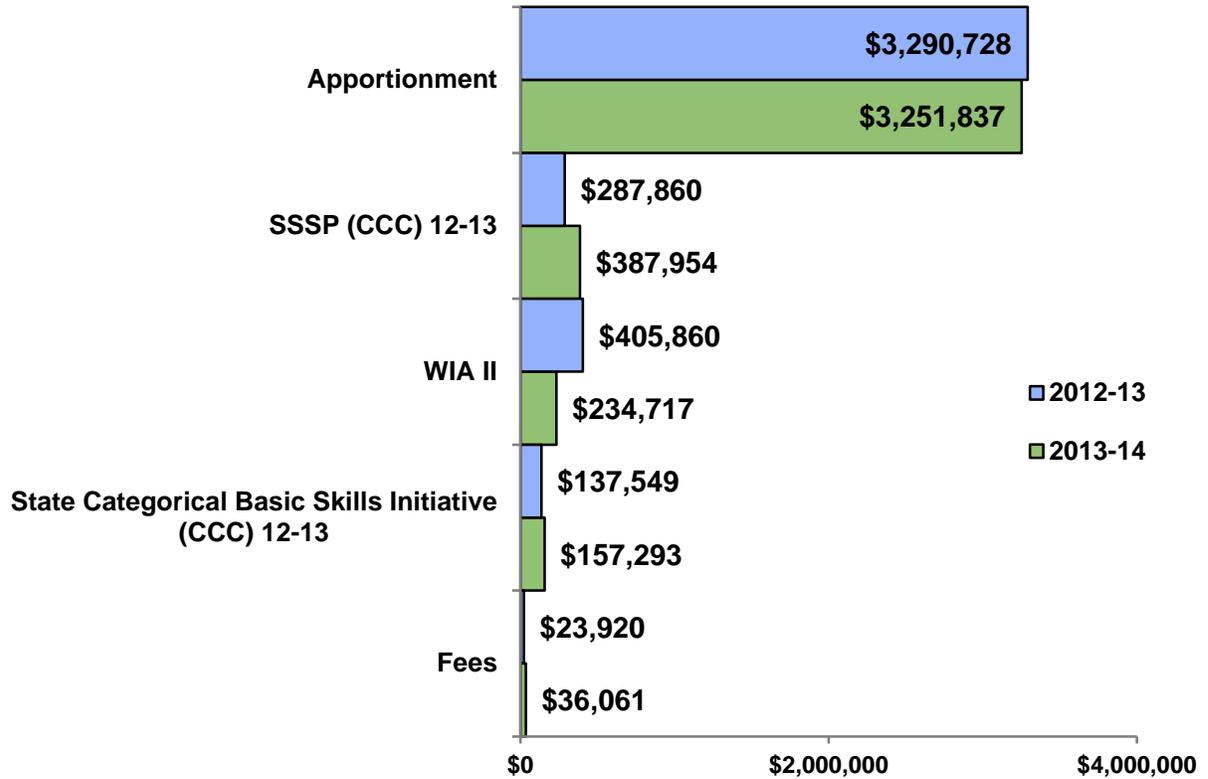
All of the members indicated there is no cost in the other outgo (7000's) categories.

**Figure 28: Total Operational Cost Breakdown per Program Area for the 2013-14 Fiscal Year**



Apportionment accounts for the largest proportion of funding, with more than three million dollars allocated for the adult education programs within the consortium. Student Success and Success Program (SSSP) and Workforce Investment Act II (WIA II) are the second and third sources of funding for these programs. None of the members indicated any sources of funding from Workforce Investment Act I (WIA I), Vocational and Technical Education Act (VTEA), other grants, or other.

Figure 29: Funding Sources for Adult Education Programs



# Objective #1: Current Programs and Services

An evaluation of current levels and types of adult education programs in the region.



## Elementary and Secondary Basic Skills

Consortium Member Name	Program Area
<p><b>MiraCosta Community College District (representing OUSD and CUSD)</b></p>	<p><b>Elementary and Secondary Basic Skills</b></p> <ol style="list-style-type: none"> <li>1. Adult Basic Education</li> <li>2. Adult High School</li> <li>3. Credit Basic Skills – English &amp; Math</li> </ol>
<p><b>San Dieguito Union High School District</b></p>	<p><b>Elementary and Secondary Basic Skills</b></p> <ol style="list-style-type: none"> <li>1. Adult High School</li> </ol>

**MCCCD (also representing OUSD and CUSD)**  
 MiraCosta Community College District has three options for adult students who present with Elementary and Secondary Basic Skills needs.

### 1. MiraCosta College Adult Basic Education (ABE)

Adult Basic Education courses at MiraCosta College help build a solid foundation of basic vocabulary, reading, and writing skills. Adult Basic Education is recommended for students who need an intensive review of basic reading and writing skills.

- I. **Placement and Testing Services**  
 Students interested in ABE courses take the Test of Adult Basic Education (TABE) and receive a score between 426-515.
  
- II. **Counseling**  
 ABE students have access to the 2 full-time and various part-time noncredit counselors working at the Community Learning Center (CLC).
  
- III. **Faculty**  
 There are no full-time faculty, and two associate faculty teaching ABE courses.

**IV. Support Services**

ABE students have access to the support services that are available at the Community Learning Center, including support staff, counseling, tutoring, writing assistance, and some limited librarian support.

**V. Curriculum and Delivery**

All courses offered by MiraCosta Community College District undergo a curriculum cycle modeled after credit courses. Curriculum goes from the full-time faculty, to the Courses and Programs Committee, to the Academic Senate, to the College Board of Trustees, and then to the Chancellor's Office before being offered by the program. Current course outlines, including Student Learning Outcomes, are housed on a district curriculum management website and are available to all stakeholders.

There are 2 ABE courses: NCABE 90: Adult Basic Education – Reading and NCABE 94: Adult Basic Education – Writing. These courses are offered in alternating terms. There are four, eight week terms in the normal school year and one six week term in the summer.

All ABE courses are tuition free, offered exclusively at the CLC, and are conducted in a traditional lecture, face-to-face classroom environment. These courses have fixed enrollment deadlines.

**VI. Progress Indicators & Outcomes**

ABE students complete assignments in both reading and writing to determine progress. They also complete Student Learning Outcome Assessments at the end of each term.

**VII. Assessments & Graduation Requirements**

At the end of each term, students once again take the TABE assessment to determine Reading Comprehension levels, preparedness for the Adult High School, the workplace, other noncredit programs, etc.

**VIII. Technology & Site Resources**

Technology is used in ABE classrooms in the form of computers, document cameras, Blackboard assignments, and Information Literacy assignments with the assistance of instructional librarians.

ABE students also use one of the campus computer labs at least once a week to improve their computer literacy skills and complete assessments and class assignments.

**IX. Program Partners & Sites**

Currently, ABE classes are only offered at the Community Learning Center.

## 2. MiraCosta College Adult High School

MiraCosta College's Adult High School (AHS) prepares adults for higher education and increased employability in a supportive, challenging, accessible environment that respects and honors diversity. The program is fully integrated within all of MCCCDC's policies and procedures. MiraCosta College is the only post-secondary institution in Coastal North San Diego County to offer Adult High School courses through the community college.

### I. Placement and Testing Services

Like ABE students, those interested in the Adult High School diploma must take the Test of Adult Basic Education (TABE) and must earn a minimum score of 516. This test is administered at the Community Learning Center by Testing Center representatives sent over from the Oceanside campus of MiraCosta College. Students take only the Reading Comprehension portion of the exam and their results are used, along with other multiple measures, to place them in classes within the AHS program, or in some cases in the larger college that will enable them to meet their diploma, personal, and/or career goals. Testing takes place at the start of each term, and/or between 12-15 times per year.

Students in the AHS may also take the MiraCosta College placement test (COMPASS) to determine college preparedness and placement within the AHS program and/or college programs. COMPASS testing takes place at the CLC between 5-10 times per year, but students interested in taking this test may also get a referral from a noncredit counselor to go to the Oceanside campus and to take the test at a time that may be more convenient for the student.

### II. Counseling

MCCCDC's AHS has two full time noncredit counselors, access to a large support staff, and one part-time faculty secretary. AHS counselors not only provide personal, academic and career counseling to students in all noncredit programs, they also form and maintain relationships with counselors and programs at MiraCosta College and with the local K-12 districts.

### III. Faculty

MCCCDC's AHS has five full-time faculty: one instructional faculty member in English, one in Math and one in Social Science, in addition to the two noncredit counselors. Part-time faculty members also provide instruction as well as in all other required subjects.

### IV. Support Services

MCCCDC AHS has a variety of support services. Besides counselors, support staff, and a part-time faculty secretary, other support services at the CLC are part-time librarian hours, writing center consultants, tutors, limited Disabled Students Programs and Services, etc.

### V. Curriculum and Delivery

All courses offered by MiraCosta Community College District undergo a curriculum cycle modeled after credit courses. Curriculum goes from the full-time faculty, to the Courses and Programs Committee, to the Academic Senate, to the College Board of Trustees, and then to the Chancellor's Office before being offered by the program. Current course outlines, including Student Learning Outcomes, are housed on a district

curriculum management website and are available to all stakeholders.

There are 25 courses offered in the Adult High School. These courses adhere to the standards set forth by the college, the Chancellor's Office, and by the Common Core standards for K-12 education in the State of California.

Courses in English, Math, Social Science, Physical Science, and Fine Arts are primarily taught through face-to-face instruction. Students attend 8-week lecture style courses; they may receive extra help by meeting with faculty during their office hours. There is only one class involving some level of independent study, GED or NCABE 92, and two classes that employ a distance education/hybrid format: HSENG 30, English Skills Lab, and HSENG 40: Integrated Information Literacy.

All courses in this program are tuition free and have fixed enrollment deadlines.

#### **VI. Progress Indicators & Outcomes**

Progress Indicators and Outcomes in MCCC'D'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.

#### **VII. Assessments & Graduation Requirements**

Assessments and Graduation Requirements in MCCC'D'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. MCCC'D'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.

On additional assessment or graduation requirement for students attending adult education programs at MCCC's Community Learning Center is the GED exam. Although the college was once a provider of the exam, this was discontinued in 2013. At the time, we only offer the GED prep course and when students are ready to take all or part of the 4 GED exams, they must go outside of the consortium area to test in Vista, CA. This is a huge inconvenience for our students.

#### **VIII. Technology & Site Resources**

All AHS classrooms are equipped with computers, overhead projectors, document cameras, and other technology tools. Students in a majority of the courses are asked to use Blackboard to complete online coursework, and a strong programmatic emphasis has been placed on creating computer literate students. To support this, one AHS course, HSENG40: Integrated Information Literacy, was designed to assist student in the program with the technology resources and uses that will aide in their overall students success.

Generally, use of technology in this program is measurable and data driven. In MCCC's AHS, the online programs have been effective in helping students learn how to use computer technology and to participate in an online learning environment. The English 30: MySkillsLab program is tailored to basic skills students and is working well for remedial education in Reading and Grammar. Quizlet is being used with great success in Social Science. And finally, Edmentum is the earliest stages of implementation, as an online modality for students to help them better prepare for online GED testing, higher education, and the workforce, which all have an increasing emphasis on, and use of, online and computer technology.

Finally, MCCC has a Community Learning Lab (CLL) on site at the CLC. All noncredit programs, as well as community members, have access to the CLL. The lab contains thirty-six student computers and two instructor computers. These computers are available to students 5 days a week. AHS students use the CLL for course work, such as to complete online curriculum, to complete homework assignments, and to conduct internet research, general web browsing, and/or word processing. The steady increase in enrollment in the CLL is evidence of its success. The CLC has three additional labs that are available to instructors by reservation.

#### **IX. Program Partners & Sites**

Currently, the primary program partnership for the AHS is with the instructional librarians at the college. Efforts to create students who are more information literate have been successful and are regularly measured. An additional, although more recent partner, has been Carlsbad Village Academy. AHS faculty and counselors have begun to work with this program to address ways that the program might better serve the needs of students in the Carlsbad Unified School District.

At present, AHS classes are only offered at the Community Learning Center.

### 3. MiraCosta College Credit Basic Skills Courses

Credit basic skills are defined as “those foundation skills in reading, writing, mathematics, and English as a Second Language (ESL), as well as learning skills and study skills, which are necessary for students to succeed in college-level work.”

The college currently offers basic skills courses in English, through the Letters, Pre-Transfer Department and credit pre-transfer math classes through the Math Department to help students develop skills at or below algebra. (Credit ESL courses are also offered, and are explained in more detail in the Classes and Courses for Immigrants portions of this report.)

#### I. Placement and Testing Services

Matriculation in the community colleges is a process that promotes and sustains students’ efforts to achieve their educational goals. Matriculation affords the individual access to educational opportunities, and then takes steps to increase the likelihood of the individual’s success. Matriculation also qualifies students for priority enrollment. The matriculation process (application, assessment, orientation, advisement, education plan) starts students on the right path to their educational destination. All incoming college students are encouraged to take the placement tests to determine their placement in English and Mathematics. Student test scores, along with other multiple measures, are used to place them in either pre-transfer or college level, transferable courses in English and Math.

The COMPASS English Assessment (EA) is a two part computerized assessment that measures Reading and Writing Skills. The assessment should take between 60-90 minutes to complete, however it is not a timed exam. The English Assessment gives a course placement for English and a course recommendation for reading. Qualifying results may also satisfy degree requirements for competency in reading and writing. An ESL Assessment is also available and is also an untimed.

The Mathematics placement test used for credit course placement is the MDTP (UCSD) which is also used at many CSU/UC campuses. It a computerized, timed 75-minute test. Students may choose one of four multiple choice tests to demonstrate their skills in pre-algebra, elementary algebra, intermediate algebra or pre-calculus.

Adaptive testing is available for students with a disability needing an accommodation. Students must obtain a referral from the Disabled Student Program and Services Office at 760.795.6658 for this test. Non-Native English speakers (ESL) must contact the Testing Office at 760.795.6685 for a referral which allows extended time to complete the MCE. Non-native English speakers, or students who have a disability needing an accommodation, are often encouraged to test in the morning to maximize the time available them, however, a referral is not required as there is no time limit for the test.

Testing Services are located in the Student Services Building 3300, Room 3334, on the Oceanside Campus or at the Testing Office, Building 100, Room 101, at the San Elijo Campus in Cardiff.

There is no Testing Center, or dedicated testing services, at the Community Learning Center.

## **II. Counseling**

The Counseling Centers on the Oceanside and San Elijo campuses offer individualized academic, career, and personal counseling to assist both prospective and current students in developing their educational programs, in coordinating their career and academic goals, and in understanding graduation, major, certificate, and transfer requirements. Students can visit or call the offices on either campus for appointments or drop-in times. Students in basic skills courses are highly encouraged to seek counseling and several intervention counseling models have been used to meet the needs of this population.

## **III. Faculty**

MCCCD's Pre-transfer Letters & ACE/ESL Departments have 5 full-time faculty and many associate faculty.

There is no explicit pre-transfer math department, but pre-transfer courses are mostly taught by full-time faculty. The math department currently has 17 full-time faculty members teaching from pre-transfer through advanced math (differential equations and linear algebra).

## **IV. Support Services**

The Letters Program has a long history of serving the needs of developmental students in its Reading, Writing, ESL, ACE, and Learning Skills classes. Beyond instructional programs, developmental students receive support from numerous campus services including the Career Center, Counseling, DSPS, EOPS, Retention Services, and the Writing Center.

The Mathematics Program partners with TASC (Retention Services) and the Math Learning Center (MLC) to provide support services to students in most courses. TASC provides staffing for Facilitated Learning Sessions (FLS) so students can meet outside of class for an hour each week. TASC also provides full hour one-on-one tutoring services free of charge for all students at MCCCD. When possible, there is also supplemental instruction and imbedded tutors provided with MLC instructional aides. These aides work in the classroom with faculty to assist students needing extra help.

The MLC provides hours at the OC and SEC campuses each weekday, as well as Saturdays at the OC campus. The hours of operation are typically from 8am – 9pm Mon-Thurs, 8am – 3pm Friday, and 12 – 5pm Saturday at the OC campus, with 9am – 8pm Mon-Thurs and 9am – 2pm Friday at the SEC campus. There are multiple tutors for all courses below calculus, with all tutors able to assist with pre-transfer courses. During busy times, the MLC will staff up to 7 tutors to handle the demand of over 70 students.

The Mathematics Program has also created a Bridge to Success in Mathematics, where students can show up at no cost for 1-2 weeks and receive intensive review. Students then re-test with the placement tests to try to reduce the number of courses they take and reduce the amount of time it takes for them to obtain a certificate, degree, or satisfy pre-requisites for other programs. The program is currently offered in summer term (2 sessions), after fall term (1 session), and during spring break (1 session). More information on this program can be found in Objective 3.

## **V. Curriculum and Delivery**

All courses offered by MiraCosta Community College District undergo a curriculum cycle. Curriculum goes from the full-time faculty, to the Courses and Programs Committee, to the Academic Senate, to the College Board of Trustees, and then to the Chancellor's Office before being offered by the program. Current course outlines, including Student Learning Outcomes, are housed on a district curriculum management website and are available to all stakeholders.

The Composition sequence in the Letters, Pre-transfer Department includes two developmental composition classes (ENGL 49 & 50) before English 100. In addition to the composition courses offered, the department offers a grammar and usage course outside of the composition track, and will offer a new course, approved to start in fall 2015, as part of an accelerated English pilot. The department also offers learning communities that link a transfer-level, content course with a developmental composition class. Developmental courses in English are taught face to face only; currently there are no online, hybrid, or short term ENGL courses in pre-transfer. ENGL 49 is P/No Pass, but ENGL 50 and the new English 52 course\ are graded. There are also five courses in American College English. Many of these courses are cross listed, or offered as stacked courses, to best meet student need. These courses are all tuition based.

There are three courses currently in Pre-transfer mathematics, with two more approved to start in Fall 2015. The current courses are pre-algebra, elementary algebra, and intermediate algebra, and these courses are taught at each campus (OC, SEC, and CLC) using face-to-face, hybrid, online, and accelerated modalities. The accelerated courses allow students to complete one year of mathematics in just one semester. Basic skills math courses are offered Pass-No Pass, online, hybrid, accelerated, and face-to-face. These courses are all tuition based.

## **VI. Progress Indicators & Outcomes**

Progress Indicators and Outcomes in MCCC'D's basic skills English and Math courses include but are not limited to Student Learning Outcomes, Program Learning Outcomes and Institutional Learning Outcomes.

## **VII. Assessments & Graduation Requirements**

In an effort to effectively serve Basic Skills students, the Letters Program formed a Developmental Skills Subcommittee in 2005 to identify and study developmental skills teaching methods and support strategies. The committee then developed a set of researched-based best practices to further support students in pre-transfer level reading and writing courses. The Pre-transfer Letters, ACE/ESL Departments conduct Portfolio Assessments at the end of each semester for students enrolled in the ENG/ACE/ESL classes 49 & 50. These portfolios are used to measure a student's level of preparedness for college-level, transferable courses in English.

The Mathematics Department has a pre-transfer committee which is tasked with finding innovative ideas and improving success at the pre-transfer level. The committee has re-written course outlines to make them more efficient as well as created a new path for students wanting to take statistics courses later. Students typically need to successfully complete Math 64 – Intermediate Algebra in order to graduate with any degree at MCCC'D, but there is also an associate degree in mathematics.

## **VIII. Technology & Site Resources**

All developmental composition courses in Pre-transfer English (and Credit ESL/ACE) meet once a week in a computer lab. Faculty use the software program NetOp to maximize learning in this space.

In pre-transfer mathematics, many faculty use online programs to assist students in completing homework: MyMathLab, WebAssign, MyOpenMath, etc. The MLC provides 24 dedicated computers in the lab space for students to work on their online homework, watch videos to reinforce concepts, and tables that are located close enough to the tutors who provide students assistance as well. Classrooms are equipped with projectors and computers in the room to display math problems for the entire class, and the Math Department has received funding to have an entire classroom equipped with computers integrated within the desks. There are some document cameras, but not in every classroom; also, some faculty use tablet computers to integrate the computer and note-taking. Notes written on the tablet are later posted to Blackboard, or course sites, for students to review.

Every class at MCCCCD has a Blackboard course set up, and many faculty in mathematics use them to continue assisting students. Students can use the Blackboard site to find their grades, notes, and view any course announcements.

## **IX. Program Partners & Sites**

Letters, Pre-transfer English works collaboratively with campus programs such as the Writing Center, but does not have any formal partnerships outside of the college. These Pre=Transfer English courses are taught at two of the three campuses, OCN and SEC.

Pre-transfer math has partnered with Umoja and First Year Experience (FYE) to provide cohort groups – entire pre-transfer courses devoted only to these programs. The math department teaches courses at all three campuses (OC, CLC, and SEC) as well as some courses at a local high school (Sage Creek High School - CUSD).

### **SDUHSD**

San Dieguito Union High School District has one adult school located on the same campus as the district continuation program, Sunset High School.

## **1. SDUHSD Adult High School**

San Dieguito Union High School District established its Adult High School program with the goal of providing adults 18 and over with the opportunity to continue their education and ultimately earn their high school diploma, an imperative achievement in today's competitive labor market.

### **I. Placement and Testing Services**

At SDUHSD's Adult High School, students do not undergo a pre-assessment, so academic counseling and determinations of the classes needed for the diploma are done by discipline faculty in English, Math, Health, Science and Social Studies. Because of the mode of delivery in this program (independent study), students do not currently need a placement assessment since there are no face-to-face lecture classes. Students meet one-on-one with their instructors to get an individualized plan of coursework that they complete primarily away from campus. In the event that testing services are needed, faculty working within the program fulfill this roles.

**II. Counseling**

At SDUHSD's Adult High School, the program shares one secretary with a multitude of other programs and has no dedicated counselors or counseling hours. In the absence of a dedicated counselor or support staff member, the faculty teaching in the program have to do all the registering, counseling, and advising needed for students interested in the diploma.

**III. Faculty**

SDUHSD's Adult High School has no full-time faculty. Three part-time teachers cover the subjects of English, math, health, science and social studies.

**IV. Support Services**

SDUHSD's Adult High School has very few support services. Once again, faculty members in the program are required to wear many hats, to meet student need. This includes meeting the needs of students with disabilities. At SDUHSD's adult school, students with disabilities enroll in the program and are only able to get as much assistance and help from the program as can be provided by the already over tasked teaching faculty.

**V. Curriculum and Delivery**

In SDUHSD, the curriculum of the Adult High School goes through the K-12 district office and AHS instructors work with their students on a one-on-one basis to ensure that they are getting the classes and curriculum that they need to take the California High School Exit Exam and to earn their diplomas.

In San Dieguito's Adult High School, students work exclusively in an independent study format and they make appointments at least once a week to work one-on-one with instructors in English, math, or social studies.

**VI. Progress Indicators and Outcomes**

Progress Indicators and Outcomes in SDUHSD's AHS are determined very informally. Each teacher has a syllabus for every class, and students are continually made aware of the expected outcomes in each individual course. In addition, at weekly meetings between the students and the instructors, students are given information about their progress and the degree to which they are meeting the outcomes of the course. However, no formal assessments are administered.

**VII. Assessments & Graduation Requirements**

In SDUHSD's Adult High School, students who wish to graduate must pass the California High School Exit Exam offered by SDUHSD. This test is offered three times a year through the school and is free.

Students in this program may also take subject tests in GED. As is the industry standard, these students may be awarded credits from the testing towards their graduation requirements and their diploma.

**VIII. Technology & Site Resources**

SDUHSD's Adult High School uses limited forms technology. In the classroom space where instructors meet with students to discuss their progress and goals, there are a few computers. Other than this, the primary use of technology would be the use of the

Edgenuity for social studies. This program is being used in the AHS because it is the standard in the other San Dieguito comprehensive high schools within the district. The effectiveness of Edgenuity for the Adult High School students has not been specifically measured, but the program was chosen for consistency reasons.

**IX. Program Partners & Sites**

SDUHSD offers their courses on the same campus as their continuation high school, Sunset High School, and all students who are being served by these programs have to go, at one time or another, to this campus. There are not any courses being taught on other campuses, but AHS students might go to the campus of a comprehensive high school in the district when they are ready to take the CAHSEE for graduation.



# Classes and Courses for Immigrants

Consortium Member Name	Program Area
<b>MiraCosta Community College District (representing CUSD)</b>	<b>Classes and Courses for Immigrants</b> 1. Noncredit English as a Second Language, Citizenship, Vocational ESL 2. Credit English as a Second Language
<b>Oceanside Unified School District</b>	<b>Classes and Courses for Immigrants</b> 1. English as a Second Language, Citizenship
<b>San Dieguito Union High School District</b>	<b>Classes and Courses for Immigrants</b> 1. English as a Second Language

**MCCCD (also representing CUSD and OUSD)**  
 MiraCosta Community College District has two options for adult students who present with Classes and Courses for Immigrants needs.

## 1. MiraCosta Noncredit English as a Second Language, Citizenship, & VESL

MiraCosta College offers various classes for adult learners in English as a Second Language Citizenship and Vocational ESL. These courses prepare adults for higher education and increased employability in a supportive, challenging, and accessible environment that respects and honors diversity.

### I. Placement and Testing Services

MiraCosta College’s Noncredit ESL program uses the CASAS placement instrument to determine a student’s placement level. Upon assessment, students are placed into one of several single- or multi-level classes depending on class availability, or a Citizenship class.

CASAS testing is conducted during each of the 5 annual registration sessions, and pre and post test scores are collected during weeks 1 and 7 of each term.

### II. Counseling

Noncredit ESL students have access to two full time noncredit counselors and various associate counselors working at the Community Learning Center.

### III. Faculty

There are three full time faculty members in Noncredit ESL, and many associate faculty who teach all levels of ESL, Citizenship and VESL.

### IV. Support Services

Noncredit ESL, Citizenship, and VESL students have access to those support services that are available at the CLC, including support staff, counseling, tutoring, writing assistance, and some limited librarian support.

## **V. Curriculum and Delivery**

Each MCCCDC Noncredit ESL level course takes an integrated approach to instruction. MiraCosta maintains course records and outlines of study for all courses through a web based course management system, which is accessible to the public from the college's website. All stakeholders have access to this information and, in turn, to each course outline and its required components. As with the other MCCCDC courses referenced earlier in this report, all courses offered by MiraCosta Community College District undergo a curriculum cycle modeled after credit courses. Curriculum goes from the faculty, to the Courses and Programs Committee, to the Academic Senate, to the College Board of Trustees, and then to the Chancellor's Office before being offered by the program.

The program offers ESL courses in Levels 1-7 and Computer Lab course, as well as a Citizenship course and a Vocation ESL course. The ESL curriculum incorporates students' lives and realities into lessons and reading and writing topics that are relevant to students. Faculty members focus on teaching students learning strategies that are explicitly modeled and practiced. For example, students focus on the structure and meaning of reading and writing texts. In understanding texts, students learn self-questioning strategies and summarizing skills, identifying the main idea, making inferences, and retelling text content.

All courses are offered in 8 week terms. The Level 1-7 courses have fixed enrollment deadlines, however the multi-level, conversation, Citizenship and open lab courses are open enrollment.

## **VI. Progress Indicators & Outcomes**

MCCCDC noncredit uses 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 MCCCDC 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 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 for 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.

#### **VII. Assessments & Graduation Requirements**

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.

#### **VIII. Technology & Site Resources**

The MCCCD Noncredit ESL Technology Plan vision statement is "MiraCosta College promotes technology to enable students to access the skills and confidence they need and transition to post-secondary education, job-skills training or on-the-job training as well as function more successfully in their communities." The Noncredit ESL program features classrooms that are equipped with multimedia podiums that allow instructors to use a standard personal computer, show VHS and DVD films, access cable TV and project images onto the large screen using document cameras (such as the ELMO), all used to enhance the learning experience. Additionally, all ESL faculty have access to the Blackboard LMS and receive ongoing training for its many uses. In this online classroom, students take quizzes, turn in homework, post to class blogs, and stay current on course announcements and due dates. The use of Blackboard in the Noncredit ESL program has increased steadily over the last several terms.

All classrooms, offices, and labs throughout the site have both wired and wireless connections to the internet. MCCCD maintains sufficient up-to-date computers for faculty and students' use. All equipment is maintained by an onsite Academic Information Services Department staff member, and all multimedia equipment at MCCCD is subject to strict maintenance and replacement protocols. The college maintains a four-year replacement/upgrade cycle for all its computers. Software and firmware are upgraded regularly and are maintained in working order.

Finally, MCCC has a Community Learning Lab (CLL) on site at the CLC. All noncredit programs, as well as community members have access to the CLL. The lab contains thirty-six student computers and two instructor computers. These computers are available to student use five days per week. ESL students use the CLL for course work, such as to complete online ESL curriculum, study Citizenship, complete homework assignments, and conduct internet research, general web browsing, and/or word processing. The steady increase in enrollment in the CLL is evidence of its success. The CLC has three additional labs that are available to instructors by reservation. ESL Instructors can also access a mobile learning lab and portable word processors for their classrooms.

**IX. Program Partners & Sites**

Noncredit ESL does not have any program partners currently, although collaboration with the MiraCosta College Writing Center has been steadily increasing over the last several semesters. The Writing Center provides trained consultants who work in the classroom under the guidance and supervision of the course instructors.

Currently, Noncredit ESL classes are only offered at the Community Learning Center.

## 2. MiraCosta College Credit English as a Second Language

The Credit ESL Program focuses on providing advanced skill development and College Academic Preparation to students whose first language is other than English. The program provides students with the tools and techniques they need to reach their goals, whether they be academic preparation, workplace improvement, or personal enrichment.

### I. Placement and Testing Services

Instead of the English Assessment, the COMPASS ESL Assessment is recommended to students who report that their first language is not English and/or who report that they have been in the United States for three years or less. Like the English assessment, this three part computerized ESL assessment measures Reading, Grammar/Usage, and Listening Skills. ESL Assessment gives course placement and /or recommendations for credit ESL courses only, however if a student scores high enough on the exam, they will be prompted to take the Standard English assessment for placement in transferable level English courses.

At the time students are given their English or ESL test results, they are also given information about the classes they placed into. Students who take the English assessment may be advised to enroll in Reading 30, a non-required support class designed to build reading skills for transfer-level coursework or, depending on their test scores, students who take the ESL Assessment may be advised to enroll in non-required speaking and listening, reading, and grammar courses designed to prepare non-native speakers for transfer-level classes.

### II. Counseling

Credit ESL students have access to the comprehensive counseling services on the Oceanside and San Elijo campuses.

### III. Faculty

There are two full time faculty members in Credit ESL, and many associate faculty.

### IV. Support Services

Credit ESL students have access to the same comprehensive support services that are available to all students at the Oceanside and San Elijo campuses.

Additionally, in most pre-transfer English and Credit ESL writing sections, an in-class writing consultant (tutor) works alongside the instructor during all class hours. Also, after providing feedback on students' writing, during time in which students are actively engaged in writing activities, writing consultants participate with students in group work and serve as student role models. Students are also encouraged to make appointments at the Writing Center with their in-class consultant, as he or she is familiar with the assignments students are working on.

### V. Curriculum and Delivery

All courses offered by MiraCosta Community College District undergo a curriculum cycle. Curriculum goes from the full-time faculty, to the Courses and Programs Committee, to the Academic Senate, to the College Board of Trustees, and then to the Chancellor's Office before being offered by the program. Current course outlines, including Student

Learning Outcomes, are housed on a district curriculum management website and are available to all stakeholders.

The Credit ESL Program focuses on providing advanced skill development and College Academic Preparation to students whose first language is other than English. The program provides students with the tools and techniques they need to reach their goals, whether they are academic preparation, workplace improvement, or personal enrichment.

MCCCD's credit ESL offers five credit courses in English for non-native speakers. The two writing classes, ESL 49 and 50, develop composing skills necessary for advancement to transfer-level (English 100) coursework. These writing courses are four-unit courses. The units earned for ESL 50 can be used as elective credit toward MCCCD's associate's degree.

In addition, a Listening & Speaking Skills course (ESL 20), a Reading & Vocabulary Development course (ESL 30), and an English Grammar course (ESL 40) are offered. Each course grants three units. Classes are offered mornings, afternoons, and evenings. They are offered in traditional format. All courses are tuition based and are offered at the Oceanside campus only.

**VI. Progress Indicators & Outcomes**

Grades awarded on assignments at the end of a course indicate progress for the program. MCCCD's Credit ESL also looks at SLO assessment for each course for major outcomes.

**VII. Assessments & Graduation Requirements**

MCCCD's credit ESL uses instructor-prepared exams, writing portfolios, and essay assessments to assess students. Students receive Pass/No Pass grades for all but our highest level writing class, ESL/ACE 50; Students receive letter grades in ACE/ESL 50.

**VIII. Technology & Site Resources**

The writing classes in the credit ESL program meet in a computer lab every other class meeting; in other words, fifty percent of the classroom time for these classes takes place in a 24-station computer lab. In addition to Microsoft Word, three software programs are installed on all computers: NetOp, Pronunciation Power, and Focus on Grammar.

All ESL classrooms are also equipped with smart technology – a computer and projector with Internet access. We would like to have document cameras in our classrooms, but we do not; however, we can request them on any given day through our media services department.

**IX. Program Partners & Sites**

Credit ESL partners with the Office of International Perspectives to meet the academic needs of the international students at MiraCosta College.

Credit ESL courses are only offered at one site - the Oceanside Campus North.

## **OUSD**

Oceanside Unified School District has one option for adult students who present with Classes and Courses for Immigrants needs. The services offered by OUSD augment the existing Memorandum of Understanding with MCCCCD.

# **1. English as a Second Language & Citizenship**

Oceanside Unified Adult Education Program (OUSD) began ESL courses in the fall of 2001 to reach parents whose children are in school with an effort to focus on family literacy within the community.

OUSD ESL classes focus on self-improvement, community and society involvement, participation in children's education with homework assistance and home/school communication, employability skills, job training and the desire to write in English. For these reasons, the district is dedicated to maintaining a program that leads to increased parental involvement, improved education levels, and more active participation in all aspects of a civic education.

### **I. Placement and Testing Services**

OUSD's ESL program uses the CASAS placement instrument to determine a student's placement level. Upon assessment, students are placed into multi-level classes or a Citizenship class.

All students in need of language skills are placed through an open enrollment system. Students may register continually throughout the year, enabling OUSD to serve immigrants as they arrive from their native countries, as their individual needs change as a result of shifting economic or family circumstances, or as parents of students in the district present. Students are given an appraisal test and assigned a level appropriate to their reading comprehension, which consists of TOPSpro paperwork and collection of personal information.

### **II. Counseling**

OUSD does not provide a dedicated counselor to its adult students. The role of advisor or counselor, then, falls to the faculty. Faculty provide advice and assistance as needed and typically before or after class hours on the teacher's own time.

### **III. Faculty**

There is one full time and one part time teaching faculty member in Noncredit ESL/Citizenship, with a Director and secretary.

### **IV. Support Services**

OUSD offers limited support services for its students. Faculty members in the program are required to wear many hats to help meet student needs in regard to counseling, or pathways to higher learning such as High School/GED diploma at MCCCCD. Support is given to students in the OUSD Adult Transition program who may attend EI Civics classes as part of their educational program.

## **V. Curriculum and Delivery**

In all, OUSD offers four classes in its program. OUSD's classes focus on essential life skills through a competency-based approach. They do this by focusing on a different EL Civics assessment each month. Assessments include Education, Employment, Community, Healthcare, Emergencies, Housing, Safe Family, and Civic Responsibility. OUSD integrates grammar, reading, and lesson support of the EL Civics curriculum. Modules designed address the CASAS Life Skills, Workplace Skills and ESL Model Curriculum standards. The modules are designed with in-class assessments and standardized pre/posttests. All ESL instruction and assessment objectives are aligned in order to support civic lessons and increase persistence in the classroom and consistency amongst teachers in program.

English Literacy lessons and curriculum are also provided and based on ongoing assessment of students' real-life needs, goals and abilities. The lessons teach to multiple learning styles and incorporate relevant curriculum that uses a variety of teaching pedagogies, instructional strategies, and materials. English literacy lessons focus on teaching one objective/competency at a time. These life skills are imperative for students to function effectively in our community and the acquisition of these skills benefits the students as well as the community in which they live. The seven objectives help focus the instructor and the students on their learning. Each lesson is competency based on what students need to know and do at the end of each lesson.

The program also offers a Citizenship course. This course provides instruction to help students prepare for the naturalization test and interview. Class instruction offers technology, history and government lessons, instructional materials and textbooks and CASAS assessment for Reading and History and Government.

## **VI. Progress Indicators and Outcomes**

OUSD uses progress charts based on the student's level. The chart has space for general personal information about the student, the student's language goals, their EL Civics score on each assessment, their CASAS pre and post scores, and their completed assignments in reading, grammar, and computer.

All classes in the OUSD program are competency-based. The student outcomes are: measurable increase in oral English skills, measurable increase in reading and writing in English, measurable increase in life skills with a focus on participation in community activities. The Adult Education program uses a variety of measures to assess the success of the program and determine student progress including ESL Model Standards, CASAS, INS Citizenship Test, and minimum competency standards based on six levels of ESL in reading.

## **VII. Assessments & Graduation Requirements**

OUSD utilizes a variety of measures to assess the success of the program and determine student progress including ESL Model Standards, CASAS, INS Citizenship Tests, and minimum competency standards based on six levels of ESL in reading.

OUSD also issues EL Civics certificates at the successful completion of each unit, certificates of accomplishments at the successful completion of each level or Citizenship, and CASAS reading certificates.

## **VIII. Technology & Site Resources**

OUSD's technology plan is focused on integrating appropriate technology into instruction by providing opportunities for students to experience state-of-the-art technology applications. Each school in the district has computers, other audio and video-based hardware that allow teachers to enhance their teaching, delivery system and enhance instruction. ESL teachers continue to receive training to incorporate technology into their lessons.

To enhance student achievement, class locations are evaluated regarding how teachers utilize technology in the classroom. A developed technology survey is given to teachers for evaluating the usage of technology in lesson plans and curriculum. Software programs are aligned into curriculum and course outlines supporting lesson materials for teachers to more readily include technology and software support in lessons. Each site has a computer lab where students use technology daily by learning from internet programs such as Rosetta Stone online, which support a student's ability to learn English more consistently. The software program, EASY and Picture Dictionary, which supports the EL Civics portion of the curriculum, teaches students how to better function in their surroundings, cities, and towns.

Students learn how to improve their technological abilities by accessing online programs that support lesson material. Wireless is available at all sites so students also have access to laptops or personal iPads. All students have the opportunity to use technology each day in class in order for students to better learn how to speak, write, and understand the English language through technical means. The OUSD Technology Department and Support Systems Technicians continue to support the adult education technology needs and services. Teachers utilize the OUSD helpline for technical support to ensure that the technology being used is in good working condition, updates are being monitored, and students have every opportunity to learn how to use technology in order to meet the global demands of technological challenges.

## **IX. Program Partners & Sites**

In 2013-2014, the program served 180 students in the ESL and EL Civics program with one morning class held at Clair Burgener Academy four times a week equaling to 12 hours of instruction per week and two night ESL classes each held at Clair Burgener and Libby Elementary twice per week totaling 6 hours of instruction. The Citizenship course is held two nights a week, equaling 6 hours of instruction, at Clair Burgener.

Although the OUSD ESL courses were once offered at up to 14 different locations throughout the district, presently there are only two locations where courses are being offered. Clair Burgener Academy serves the inner city community, and is located across the street from MCCCCD Community Learning Center to provide students easy transition to higher educational, or ESL opportunities; Libby Elementary is located in a neighborhood near the back gate of Camp Pendleton. All classes are tuition free and babysitting is also offered to parents in program free of charge.

**SDUHSD**

San Dieguito Union High School District has one option for adult students who present with Classes and Courses for Immigrants needs.

## 1. San Dieguito Adult School English as a Second Language & Citizenship

San Dieguito's Adult school offers multi-level ESL courses at a variety of locations throughout the community.

### I. Placement and Testing Services

San Dieguito Adult School uses the CASAS pretest as well as an agency created oral assessment to determine a student's placement level. Upon assessment, students are placed into one of several single- or multi-level classes.

All students in need of language skills are placed through an open enrollment system allowing students to register at any time throughout the year. This system enables SDAS to serve immigrants as they arrive from their native countries or as their individual needs change as a result of shifting economic or family circumstances.

### II. Counseling

SDAS does not provide a dedicated counselor to its adult students. The role of advisor or counselor, then, falls to the faculty. Typically, faculty provide advice and assistance in the form of school or job communication, proofreading, application assistance, etc. This occurs most often upon student request before or after class hours, and on the teacher's own time.

### III. Faculty

At SDAS, there are no full time faculty members. The teaching staff is comprised of eight part time instructors assigned from two to eight hours per week.

### IV. Support Services

SDAS has very few support services. Once again, faculty members in the program are required to wear many hats to meet student need. A bilingual aide assists with registration while also serving as the district receptionist.

### V. Curriculum and Delivery

Each course follows a curriculum based on the integration of critical life skills, language skills, and language forms. These life skills are imperative to function effectively in the community and the acquisition of these skills benefits the students as well as the community in which they live. EL Civics modules are incorporated within the life skills approach and student assessment is conducted at the end of each module throughout the semester.

English lessons and curriculum are also based on ongoing assessment of students' real life needs, goals, and abilities. The lessons teach to multiple learning styles and

incorporate relevant curriculum that uses a variety of teaching pedagogies, instructional strategies, and materials.

**VI. Progress Indicators and Outcomes**

All classes in the program are competency based. The student outcomes are: measurable increase in oral English skills, measurable increase in reading and writing in English, measurable increase in life skills with a focus on participation in community activities. The program uses a variety of measures to assess the success of the program and determine student progress including ESL Model Standards and CASAS.

Where possible, and specifically at San Dieguito Academy where the population allows for three levels, students are promoted after proven mastery of level appropriate material as determined by ESL Model Standards and CASAS reading tests. Elsewhere, level completion is less formal within multi-level classes unless students' schedule and transportation allows for the transfer into a higher level course.

**VII. Assessments & Graduation Requirements**

SDAS uses the CASAS ESL Level Descriptors to determine progress in reading within the context of life and work skills. In addition, regularly scheduled EL Civics assessments document the application of language and life skills acquired during each unit.

**VIII. Technology & Site Resources**

SDAS has use of a computer lab in the evening at its main site. Teachers in traditional classrooms have the use of computers, internet, and projectors. However, classes held at libraries and the Boys and Girls Club are limited to a white board without options to incorporate technology into learning.

**IX. Program Partners & Sites**

During the school year 2013-2014, San Dieguito Adult School (SDAS) offered English as a Second Language (ESL) classes in multiple locations throughout the district boundaries. On-site classes have been established at San Dieguito Academy in the evening and consist of beginning, intermediate, and advanced levels of ESL. The majority of the area's new immigrant population, which includes many students in critical need of life skills education, attends classes at this location because of its convenience allowing students without private or public transportation to walk to school.

In addition to the evening program at the academy, SDAS offers classes at both Encinitas and Carmel Valley libraries, a local Boys and Girls Club, Carmel Valley Middle School, and area elementary schools. The strategic locations of the classes allow students from across the district to access ESL classes within their own neighborhoods, many times on foot. In all, SDAS offers fifteen ESL classes at nine different locations. Depending on need and class size, classes are offered from two to eight hours a week totaling 60 hours of instruction provided each week.



# Adults with Disabilities

Consortium Member Name	Program Area
<b>MiraCosta Community College District (representing OUSD and CUSD)</b>	<b>Adults with Disabilities</b> 1. Basic Academic Skills for Learners with Developmental Disabilities

## MCCCD

MiraCosta College is the sole provider of services for Adults with Disabilities by any public education provider in the consortium region.

## 1. MiraCosta College Adults with Disabilities

MiraCosta College currently provides services to 900-950 students who have any of the following verified disabilities: Physical (visual, mobility, or orthopedic impairment), Communication (impairment in the processes of speech, language, or hearing), Psychological, Learning Disability, Acquired Brain Impairment, Developmentally Delayed Learner, or Other Health Impairment (autism, epilepsy, attention deficit disorder, etc.). Service for students with disabilities is provided through the Disabled Students Program & Services (DSPS) office of MiraCosta College's Oceanside campus. Though a wide range of disabilities are supported through this office, **for the purposes of this report, Adults with Disabilities(AwD) will refer to students with intellectual and developmental disabilities (IDD)**, which include those from the Developmentally Delayed Learner and Other Health Impairment groups; these individuals are typically moderately to severely disabled, and are not enrolled in MCC courses outside of the course identified below.

### I. Placement and Testing Services

All students with disabilities are required to complete an application for services and submit a professional certification of disability to the DSPS office. Once an application is processed and an intake is completed, students with a verified disability who are not interested, not ready, or who may not benefit from college credit courses may choose to enroll in the special education non-credit course offered at the MiraCosta College Community Learning Center (CLC). These students are not required to take a math or English placement test.

### II. Counseling

There are no DSPS counseling services currently available to AwD students at the Community Learning Center. AwD students may seek counseling from any noncredit counselor at the CLC, however, records indicate that this occurs infrequently. Other than the initial DSPS intake process, which may take place at the Oceanside or San Elijo campus, many AwD students do not typically access ongoing counseling support from the DSPS office.

### III. Faculty

There is no full time AwD faculty. Four sections of the special education non-credit course are taught by three associate faculty members.

#### **IV. Support Services**

Students do not typically access MCCC support services. A majority of AwD students access the special education non-credit course through their K-12 Adult Transition Program(ATP) or their post-secondary support agency. Support services are typically managed and delivered by these entities.

#### **V. Curriculum and Delivery**

All courses offered by MiraCosta Community College District undergo a curriculum cycle modeled after credit courses. Curriculum goes from the faculty, to the Courses and Programs Committee, to the Academic Senate, to the College Board of Trustees, and then to the Chancellor's Office before being offered by the program. Current course outlines, including Student Learning Outcomes, are housed on a district curriculum management website and are available to all stakeholders.

Currently, there is one course offered specifically for AwD students. The non-credit course NCSPC 26: Basic Academic Skills for Adults with Developmental Disabilities provides students the opportunity to learn various basic skills and connect them to real life situations. The skills taught include math, reading, writing, problem solving, communication, basic computer applications, and health/fitness. For the remainder of this report, this class will be referred to as the AwD course.

This course is taught in a face-to-face format only and is tuition free.

#### **VI. Progress Indicators and Outcomes**

Through the AwD course, students engage in individual projects, small group work, large group instruction and discussion, and field trips to increase competence in math, reading, writing, communication, and problem solving skills. Students also gain knowledge in basic computer applications and in making healthy lifestyle choices. This course offers lifelong learning experiences but does not emphasize Career Technical Education (CTE) training or the development of work readiness skills.

#### **VII. Assessments & Graduation Requirements**

There are three Student Learning Outcomes (SLOs) which are measured each time the AwD course is taught. Assessment takes place at the end of each term and results are used, in conjunction with other measures, to determine each student's progress in the course.

Upon completion of this course, students are able to demonstrate progress toward established goals on their Individualized Education Plan as mandated by Title V State regulations, increased competence using basic computer applications, knowledge of good health and nutrition, better understanding of appropriate application of academic skills to real life situations and an increased ability in basic academic skills such as reading, writing, and mathematics.

There is no high school graduation requirement that must be met for students to enroll in this course. Students may repeat this course as many times as they choose; as a result, repeat enrollment in this course is common for AwD students

## **VIII. Technology & Site Resources**

Technology use in the AwD course includes all the available equipment standard in the classrooms at the CLC. In addition to this, the AwD students are taken to one of the three computer lab classrooms on the campus; however, their use of this lab is often limited as they are placed at the bottom of the prioritization list for access.

## **IX. Program Partners & Sites**

The three K-12 school districts, OUSD, CUSD and SDUHSD, offer federally mandated Adult Transition Programs (ATP) for disabled, non-diploma bound students who typically enter the program at age 18 and exit at or near their 22nd birthday. These ATP students access MiraCosta College's Basic Academic Skills for Adults with Developmental Disabilities course as a part of their K-12 program and are provided transportation by their school district.

Currently, MCCCCD partners indirectly with the San Diego Regional Center (SDRC). Once AwD students age out of the K-12 schools, they may participate in any of the many SDRC vendor, community-based day programs. Through their day programs, organizations such as Boys & Girls Club of Oceanside, Creel Industries, Life of Liberty, Community Interface Services, and Employment and Community Options provide support staff and transportation for clients to attend MCCCCD's AwD course.

The AwD program does not have any partnerships within the college, other than limited collaboration with MCCCCD's DSPS office.

Presently, the single AwD course is only offered at MiraCosta College's Community Learning Center.



## Short-Term Career Technical Education (CTE)

Consortium Member Name	Program Area
<b>MiraCosta Community College District (representing OUSD and CUSD)</b>	<b>Short-term CTE</b> <ol style="list-style-type: none"> <li>1. MiraCosta Noncredit Short-Term Career Technical Education</li> <li>2. MiraCosta College Community Services and Business Development</li> <li>3. Credit Career Technical Education</li> </ol>
<b>San Dieguito Union High School District</b>	<b>Short-term CTE</b> <ol style="list-style-type: none"> <li>1. Adult CTE/ROP Courses in Adult Education</li> </ol>

### **MCCCD**

MiraCosta College has three options for adult students who present with Career Technical Education needs.

## 1. MiraCosta Noncredit Career Technical Education

The goal of adult education in California is to provide citizens of every age and educational level the opportunity to develop civic responsibility, a realization of the human potential, effective human relationships and economic self-sufficiency.

For CTE the emphasis is on economic self-sufficiency and preparing our students to find employment or to move up a career pathway. This broad goal forms the basis for the courses and programs MiraCosta College offers in each of the authorized categories of noncredit instruction including Short-Term Career Technical Education Courses.

### **I. Placement and Testing Services**

Students interested in noncredit CTE courses must start with a noncredit application available at the Community Learning Center. There is no formal placement testing required. Students are then shown a flow chart of noncredit short-term CTE courses and they may self-select courses.

### **II. Counseling**

Noncredit short-term CTE students do have access to the noncredit counselors available at the CLC, however noncredit short-term CTE faculty often serve in this role as they have the most up-to-date information for CTE students who wish to progress through the courses and towards a larger CTE goal.

### **III. Faculty**

There is one full time faculty member for this program. Courses are taught primarily by associate faculty.

### **IV. Support Services**

There are no specialized support services available to noncredit short-term CTE students. However, they do have access to the varying support services available at the CLC.

## **V. Curriculum and Delivery**

All courses offered by MiraCosta Community College District undergo a curriculum cycle modeled after credit courses. Curriculum goes from the full-time faculty, to the Courses and Programs Committee, to the Academic Senate, to the College Board of Trustees, and then to the Chancellor's Office before being offered by the program. Current course outlines, including Student Learning Outcomes, are housed on a district curriculum management website and are available to all stakeholders.

The courses below are offered as noncredit short-term CTE courses:

### *Automotive Course*

Noncredit Automotive courses are offered at the MiraCosta College Oceanside Campus, 1 Barnard Drive in Oceanside. These are introductory hands-on laboratory classes designed to acquaint students to the inner workings of automobiles. No experience is necessary.

### *Cisco Networking Academy*

The Cisco Networking Academy offers CCENT, CCNA, CCNP and Security training courses that prepare students for Information Technology (IT) industry employment and certifications. The Academy program offers conceptual and practical skills-based training to prepare students for employment in the IT industry as well as those with a casual interest in learning more about computer networking. All Cisco courses meet at the MiraCosta College Community Learning Center.

### *Noncredit Computer Courses*

Noncredit computer courses are hands-on computer courses ranging from beginning to intermediate levels. Noncredit computer courses are great for those who want to learn the basics or need to refresh their skills for the job market.

In all, there are 12 noncredit short-term CTE courses offered by MCCCCD. All courses are taught either face-to-face or hybrid. There are no 100% online courses.

## **VI. Progress Indicators and Outcomes**

All noncredit CTE courses have SLOs and a SLO process for assessment that is identical to that of the larger college. In addition to the SLO assessments, grades (and if appropriate, Cisco exams) are used to help students understand their progress and outcomes within these courses.

## **VII. Assessments & Graduation Requirements**

In addition to the assessments mentioned above, there are Cisco certification exams that students who are interested may take. These exams are not offered by MCCCCD, therefore students must find an offsite location for this assessment.

There is no formal graduation requirements for students enrolled in these courses, however in-house certificates of completion or achievement are issued to students by some instructors. These paper certificates do not have any value in the larger community or workforce, but they are issued in an effort to commemorate the hard work that students in the courses have put forth.

## **VIII. Technology & Site Resources**

Technology use in the noncredit short-term CTE courses includes all the available equipment standard in the classrooms at the CLC. In addition to this, there is a dedicated Cisco lab on the CLC campus which contains the computers, routers, switches, and other equipment necessary for these courses. This lab and these materials are maintained by the full time faculty member in the program.

In addition to the Cisco lab, students enrolled in noncredit short-term CTE courses may use one of the three smaller computer lab classrooms on the CLC.

## **IX. Program Partners & Sites**

There are currently no program partners for noncredit short-term CTE.

All noncredit short-term CTE courses take place on the Community Learning Center campus with the exception of the Automotive Technology courses, which is conducted in the Auto Shop located at the larger MiraCosta College campus.

## **2. MiraCosta College Community Services & Business Development**

Community Services & Business Development (CS&BD) offers classes and programs that provide opportunities for the physical, mental, moral, economic, or civic development of persons enrolled therein. Classes, workshops, excursions and certificated programs are available to anyone who registers and are not for credit.

CS&BD is required by California Education Code (78300) to be self-funded and may not be claimed for apportionment purposes.

### **I. Placement and Testing Services**

CASAS testing in Math and Reading are used in work skills programs where appropriate. Computer assessments are also used for all IT workshops programs. If student do not meet the requirements of the testing, they are offered remedial courses, also through CS&BD, until they are ready to re-assess.

### **II. Counseling**

Student interested in programs and courses through the CS&DB have access to the MCCCCD college counselors. In addition to this, there is also a works skills navigator who helps students succeed within the program and who assists them with job placement.

### **III. Faculty**

The program has approximately 5 full time instructors who work as non-tenure track faculty. These instructors work for the CS&DB in a variety of programs and are considered experts in their discipline. The program also has the ability to hire part time instructors in any area of need, and without the constraints of minimum qualifications, so long as they are determined to be experts in their field. They are approximately 100 part time faculty.

#### **IV. Support Services**

In addition to the Works Skills Navigator, free remedial assistance is provided to assist with basic math and reading skills where they are required for successful completion of the course, such as the Machinist Program and the Engineering Technician Course. Students in these programs also have access to DSPS services, however these services are not covered by the college, and are had at an out of pocket costs to the CS&BD.

#### **V. Curriculum and Delivery**

MiraCosta College CS&BD offers various work skills classes for adult learners in the areas of manufacturing, office support, healthcare, security, and computer technology. These courses prepare adults for higher education and increased employability by providing skills and training for living wage jobs. Approximately 70% of the population served in these work skills programs are immigrants who are looking to increase their employability and career prospects.

More specifically, MiraCosta College CS&BD has short term work skills (CTE) programs that are directly tied into industry need. These include Machinist Technician, Engineering Technician, Phlebotomy Tech, High Threat Homeland Security Courses, Facilities Technician, Solar PV, Veterinary Assistance, Facilities Management, Cloud Technology and Ethical Hacking. These courses are to be held at the new MiraCosta Technology Career Institute facility in Carlsbad.

Curriculum for the programs offered through the CS&BD is developed in a variety of ways. Instructors, as experts, most often develop the curriculum themselves, and then it is overseen by the Director of CS&BD. All classes are also overseen by Deans, the Vice President of Instruction, and by the Governing Board.

Classes are offered in the traditional format, online and in a hybrid format to maximize access for students. Classes are offered at different times of the day and evening to accommodate varying schedules of students.

#### **VI. Progress Indicators and Outcomes**

CS&BD awards level-specific certificates of completion and progress reports at the end of courses. These courses are not graded, but some work skills classes do provide students with evaluation through quizzes and tests and through performance evaluations is some courses.

#### **VII. Assessments & Graduation Requirements**

MiraCosta College CS&BD work skill programs use Work Keys to assess student employment readiness. Instructors also assess students' skill development using a MiraCosta College formulated assessment for evaluating student aptitude, attitude, and skill set improvements. CS&BD has developed a large work skills programs over the last six years. Some of the courses lead to National Certification and all lead to in-demand jobs.

#### **VIII. Technology & Site Resources**

The Technology Career Institute (TCI) for MiraCosta College houses many resources, including but not limited to the Machinist equipment, computer labs, the engineering tech labs and classrooms which contain automation, robotic and electronic equipment. The Homeland Security program also has specialized equipment, vehicles and training

supplies. The Veterinary and Allied Health program also have their own specialized equipment. TCI will also have its own student center, student lounge, and fitness facility. The TCI is meant to be all inclusive and student centered.

**IX. Program Partners & Sites**

Classes and programs through the CS&DB are offered at the Oceanside and San Elijo campuses of MiraCosta College as well as John Landes Recreation Center in Oceanside. Other courses, where needed, are offered at locations within the community.

### 3. Credit Career Technical Education

In the next decade, 90% of the fastest-growing occupations will require vocational or technical preparation. At MiraCosta College, students can obtain the skills they need to start a career in one of these areas by choosing from a variety of tuition based classes and programs.

**I. Placement and Testing Services**

Students interested in credit CTE program follow the same matriculation procedures as any student enrolling in credit courses for MiraCosta College. After application, assessment, orientation and counseling, students may enroll in any CTE courses of interest, or they may seek additional counseling and advisement on programs that might meet their career needs.

One exception to this is the Nursing program at MiraCosta College which has a unique process of enrollment due to the state-wide mandates for these types of programs.

Testing services for CTE students are the same as the larger college. The COMPASS placement test for English and the MDTP for Math are used to help determine a student's level of preparedness for CTE courses.

**II. Counseling**

CTE students have access to the same comprehensive counseling services that are available to all credit students at MiraCosta College. There is, however, one FT counselor who is dedicated to working with CTE students and with advising them on career paths that can be pursued with CTE degrees and certificates. In addition to this, CTE students are highly encourage to work with the college's Career Center where services are available in a variety of areas, including but not limited to: job placement, interview skills, work experience opportunities, career preparation workshops, and more.

**III. Faculty**

There are 22 FT faculty working in CTE programs, and an even larger number of associate faculty members. It is estimated that approximately 65% of credit CTE courses are being taught by associate faculty.

**IV. Support Services**

Credit CTE students have access to the same comprehensive support services that are available to all students at the Oceanside and San Elijo campuses.

**V. Curriculum and Delivery**

With CTE courses, just as with all courses offered by MiraCosta Community College

District, all classes undergo a curriculum cycle. Curriculum goes from the full-time faculty, to the Courses and Programs Committee, to the Academic Senate, to the College Board of Trustees, and then to the Chancellor's Office before being offered by the program. Current course outlines, including Student Learning Outcomes, are housed on a district curriculum management website and are available to all stakeholders.

However, in order for CTE degrees and certificates to be approved by the Chancellor's Office the program must be recommended for approval by the program's advisory board and approved by the Region 10 (San Diego and Imperial County) CTE deans.

Finally CTE programs must be reviewed every two years to ensure the labor market still supports a need for the programs.

There are currently Credit CTE course and programs for in the following areas:

Accounting	Design Drafting Technology
Administration of Justice	Dramatic Arts
Architecture	Health Education
Art	Horticulture
Automotive Technology	Hospitality
Biotechnology	Kinesiology
Business	Media Arts & Technologies
Business Office Technology	Medical Administrative Professional
Career Studies & Services	Music
Child Development	Nursing
CISCO Networking Academy	Psychology
Computer Science	Real Estate
Computer Studies & Information Technology	Spanish
Dance	Surgical Technology

Credit CTE courses are offered in all modes of delivery, face-to-face, hybrid, and up to 100% online. For specific information on courses, stakeholders may access the college's curriculum database for further details.

#### **VI. Progress Indicators and Outcomes**

Like all other MCCCDC programs, Credit CTE instructors look at SLO assessments for each course to help determine student success and overall outcomes.

In addition to this, several CTE courses and programs have specific licensing requirements that students must complete, programs like Automotive Technology and Nursing for example.

#### **VII. Assessments & Graduation Requirements**

Students in Credit CTE courses may earn two different types of certificates: Certificates of Proficiency and Certificates of Achievement, in addition to the Associates degrees that are offered in several Career and Technical Education areas.

#### **VIII. Technology & Site Resources**

Technology use in the large majority of the CTE courses and programs is comparable to that in all of the other programs at MiraCosta (Blackboard, smart classrooms, etc.) with the exception of programs where students need to work with technology and site

resources that are specific to their career paths. Some examples of such programs would be Automotive Technology, Nursing, Design, Horticulture, etc.

**IX. Program Partners & Sites**

Credit CTE courses are offered at all three MiraCosta College sites.

Although credit CTE programs do not have specific partners, there are a variety of CTE Advisory Boards (approximately 20) that play an important role in all CTE programs, degrees and certificates.

**SDUSD**

San Dieguito Union High School District has one option for adult students who present with Short-Term Career Technical Education needs.

## 1. San Dieguito Academy CTE/ROP

San Dieguito Academy currently offers two adult CTE/ROP classes taught under their Adult Education Program.

**I. Placement and Testing Services**

The San Dieguito Adult School does not have formal placement services or testing services, however individual instructors do have the opportunity to meet with the students and aid in coordinating a structured plan or goal according to what the individual students wants to accomplish.

**II. Counseling**

While there are counseling services available to SDAS students, they provided limited services to students enrolled in these courses.

**III. Faculty**

There are two part-time faculty that teach these courses.

**IV. Support Services**

There is one part time administrative assistant and one part time secretary available to help students with these courses.

**V. Curriculum and Delivery**

Only two adult CTE/ROP classes are offered at San Dieguito Academy. Taught under their Adult Education Program, these courses are noncredit and are free of charge except for a 'materials fee'. The classes currently offered are:

- Computer Applications
- Welding and Metal Fabrication

**VI. Progress Indicators & Outcomes**

Students in Welding and Fabrication have regular assessments and certification upon completion. In Computer Applications, students can achieve certificates of Keyboarding and prep for Microsoft Office Certification.

**VII. Assessments & Graduation Requirements**

Welding students earn certification and again, computer applications students can earn

Certificates of Keyboarding and prep for Microsoft Office Certification

**VIII. Technology & Site Resources**

Traditional computer labs are used for Computer Applications. A facility with state of the art metal working equipment is used for Welding and Metal Fabrication.

**IX. Program Partners & Sites**

There are three other high schools included within the SDUHSD, however none of them are currently teaching any of the adult CTE classes.

## **Programs for Apprenticeships & Other Programs**

Needs in the following areas will be discussed later in the report, but in terms of current and/or existing programs, for those listed below there are no programs offered at any of the locations, or within any of schools, in the Coastal North County Adult Education Consortium.

- **Programs for apprenticeships**  
No adult education programs within the consortium.
- **Education for adults in correctional facilities**  
No adult education programs within the consortium.

## Objective #2: Current Needs

An evaluation of current needs for adult education programs within the region.



### Gap Analysis: Program and Student Needs

In an effort to ascertain the needs for adult education programs in the region, MiraCosta College and the Coastal North County Adult Education Consortium (CNCAEC) commissioned BW Research Partnership, Inc. to provide research to support the AB 86 adult education planning effort. The following graphs represent the four of the five program areas and demonstrate the percentages of need met by the programs, as they currently exist.

### Elementary and Secondary Basic Skills

BASIC SKILLS									
<b>NEED<sup>i</sup></b>									
GAP: Number of people 18 to 24 without a HS Diploma in the region	4,074								
GAP: Number of people 25 and over with less than a 9th grade education in the region	13,995								
GAP: Number of people 25 and over with at least a 9th grade education, but no diploma in the region	12,066								
<b>ENROLLMENT</b>									
<table border="1"> <caption>Enrollment Data</caption> <thead> <tr> <th>Fiscal Year</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>SFY 08/09</td> <td>4,075</td> </tr> <tr> <td>SFY 12/13</td> <td>3,811</td> </tr> <tr> <td>SFY 13/14</td> <td>3,700</td> </tr> </tbody> </table>		Fiscal Year	Enrollment	SFY 08/09	4,075	SFY 12/13	3,811	SFY 13/14	3,700
Fiscal Year	Enrollment								
SFY 08/09	4,075								
SFY 12/13	3,811								
SFY 13/14	3,700								
<b>PERCENT OF NEED MET</b>									
<b>SFY 08/09</b>	<b>SFY 13/14</b>								
13.5%	12.3%								

\*Source for "Need" data comes from the U.S. Census Bureau's 2012 American Community Survey (ACS).

## Classes and Courses for Immigrants

ENGLISH AS SECOND LANGUAGE (ESL)									
<b>NEED</b>									
GAP: Number of people that speak English "less than well" (age 5 & over)	45,263								
GAP: Limited English Proficient population, age 18-64	17,030								
<b>ENROLLMENT</b>									
<table border="1"> <caption>ESL Enrollment Data</caption> <thead> <tr> <th>SFY</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>SFY 08/09</td> <td>2,603</td> </tr> <tr> <td>SFY 12/13</td> <td>1,787</td> </tr> <tr> <td>SFY 13/14</td> <td>1,792</td> </tr> </tbody> </table>		SFY	Enrollment	SFY 08/09	2,603	SFY 12/13	1,787	SFY 13/14	1,792
SFY	Enrollment								
SFY 08/09	2,603								
SFY 12/13	1,787								
SFY 13/14	1,792								
<b>PERCENT OF NEED MET</b>									
<b>SFY 08/09</b>	<b>SFY 13/14</b>								
5.8%	4.0%								

## Adults with Disabilities

ADULTS WITH DISABILITIES (AWD)									
<b>NEED</b>									
GAP: Number of people that have a cognitive difficulty (age 5 & over)	12,049								
<b>ENROLLMENT</b>									
<table border="1"> <caption>AWD Enrollment Data</caption> <thead> <tr> <th>SFY</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>SFY 08/09</td> <td>294</td> </tr> <tr> <td>SFY 12/13</td> <td>152</td> </tr> <tr> <td>SFY 13/14</td> <td>142</td> </tr> </tbody> </table>		SFY	Enrollment	SFY 08/09	294	SFY 12/13	152	SFY 13/14	142
SFY	Enrollment								
SFY 08/09	294								
SFY 12/13	152								
SFY 13/14	142								
<b>PERCENT OF NEED MET</b>									
<b>SFY 08/09</b>	<b>SFY 13/14</b>								
2.4%	1.2%								

## Short-Term Career Technical Education

CAREER TECHNICAL EDUCATION (CTE)									
<b>NEED</b>									
GAP: Number of unemployed people aged 25 to 64 with less than a high school diploma	2,514								
GAP: Number of unemployed people aged 20 to 24	6,136								
<b>ENROLLMENT</b>									
<table border="1"> <caption>Enrollment Data</caption> <thead> <tr> <th>SFY</th> <th>Enrollment</th> </tr> </thead> <tbody> <tr> <td>SFY 08/09</td> <td>353</td> </tr> <tr> <td>SFY 12/13</td> <td>332</td> </tr> <tr> <td>SFY 13/14</td> <td>439</td> </tr> </tbody> </table>		SFY	Enrollment	SFY 08/09	353	SFY 12/13	332	SFY 13/14	439
SFY	Enrollment								
SFY 08/09	353								
SFY 12/13	332								
SFY 13/14	439								
<b>PERCENT OF NEED MET</b>									
<b>SFY 08/09</b>	<b>SFY 13/14</b>								
4.1%	5.1%								

### Programs for Apprentices

Because there are not currently any programs within the consortium area that offer programs for apprentices, a chart indicating the percentage of need met has not been included. Information on programs outside the CNCAEC will be included in future objectives, along with ideas about how consortium programs might get this information to the learners that we serve.

### Response to BW Research

Based on the charts above, it is clear that there is a great need for increased courses and programs and in all four adult education areas. With funding from the AB 86 project, and using the recommendations within this report as they relate to course offerings, program management, dissemination of information and more, it is the goal of the CNCAEC to increase the percentage of need met in all areas.

In addition to responding to this data, students' perception of need is a critical component in determining what programs and course needs are necessary to improve adult education and student success in our consortium. In the coming months, a student survey will be conducted to gather this input from students and community members.

For this report, more information on how programs and partners in the region feel they can best meet the needs of adult learners can be found in the following objectives.

## Gap Analysis: Employer Needs

In addition to providing the previous data on the needs for adult education programs, in the region, BW Research also focused their efforts on better helping the CNCAEC understand employer needs and the regional labor market, particularly in the context of opportunities for adult education in the North County.

### ***Executive Summary:***

This report details the initial findings of the employer survey research effort in San Diego County, with an emphasis on North County businesses.

As part of the analysis, BW Research completed 213 employer surveys in the San Diego County with an oversample of businesses in the North County. The businesses that participated in the telephone and online surveys were categorized by size and industry to ensure a diverse sample among both dimensions. The margin of error for the following survey results is +/- 6.7% for those questions answered by all 213 participants, representing San Diego County businesses.

### ***Key Findings:***

#### ***1. Firm size matters:***

Smaller firms (single location with 10 or fewer employees) have the most difficulty finding qualified job applicants for those positions that require less than a 4 year college degree (21% “Great difficulty” and 42% “Some difficulty”). Larger firms (50 or more employees) have more difficulty finding qualified job applicants for those positions that require a 4 year college degree or more (13% “Great difficulty” and 49% “Some difficulty”).

#### ***2. Skills and abilities that are key to employers:***

For those positions that require less than a 4 year college degree, employers indicated both the importance of skills and abilities and the deficiencies among the current workforce in communication skills (spoken and written) as well as the proficiency in the use of technology tools.

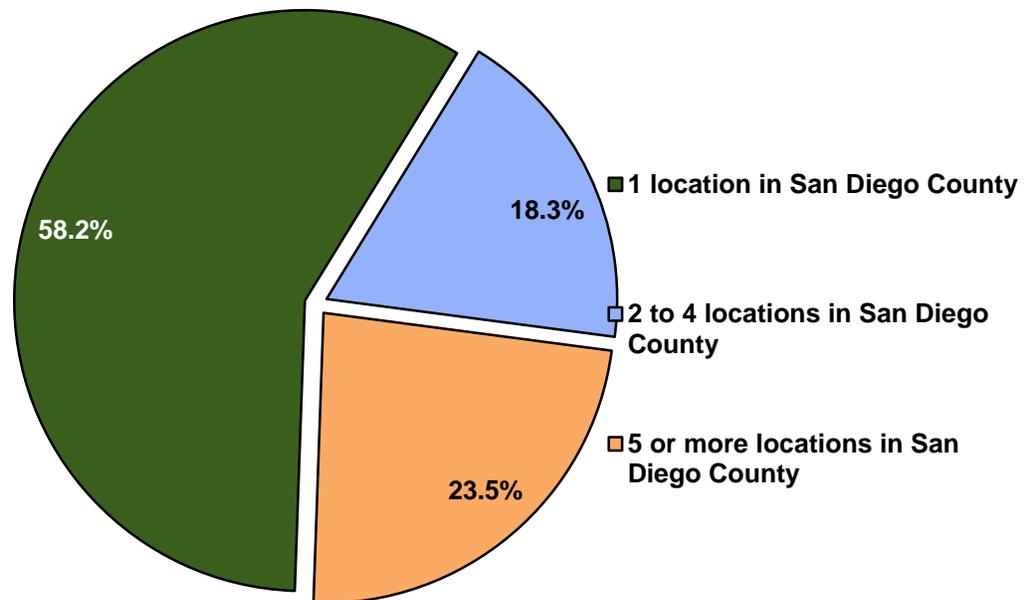
- Ability to speak with customers and colleagues
- Technical training and expertise in the position they are applying for
- Ability to write and document complex information
- Ability to use technology and learn new technology tools and applications

**3. Opportunities to support employers:**

Over half of the businesses surveyed indicated at least some interest in the following programs offered at a community college or local educational facility;

- A training program and coursework for management and supervisors, including performance management and coaching.
- A training program and coursework to develop digital literacy and the use of computer applications like Excel in the workplace.

**Figure 30: Business Locations in San Diego County**

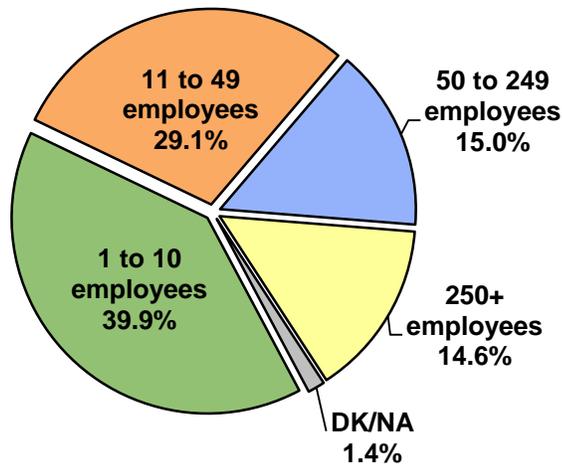


## Employer Participant Profile

A majority of businesses surveyed indicated they have one business location in San Diego County, while 18 percent have two to four locations and 24 percent have five or more locations in the County [1].

More than three fifths of businesses surveyed (69%) employ less than 50 full-time and part-time employees at their location. For this study<sup>5</sup>, small businesses were considered 1 to 10 employees (40% of respondents), medium sized businesses were considered 11 to 49 employees (29% of respondents), and large businesses were considered 50 or more employees (30% of respondents).

Figure 31: Permanent and Temporary Employees

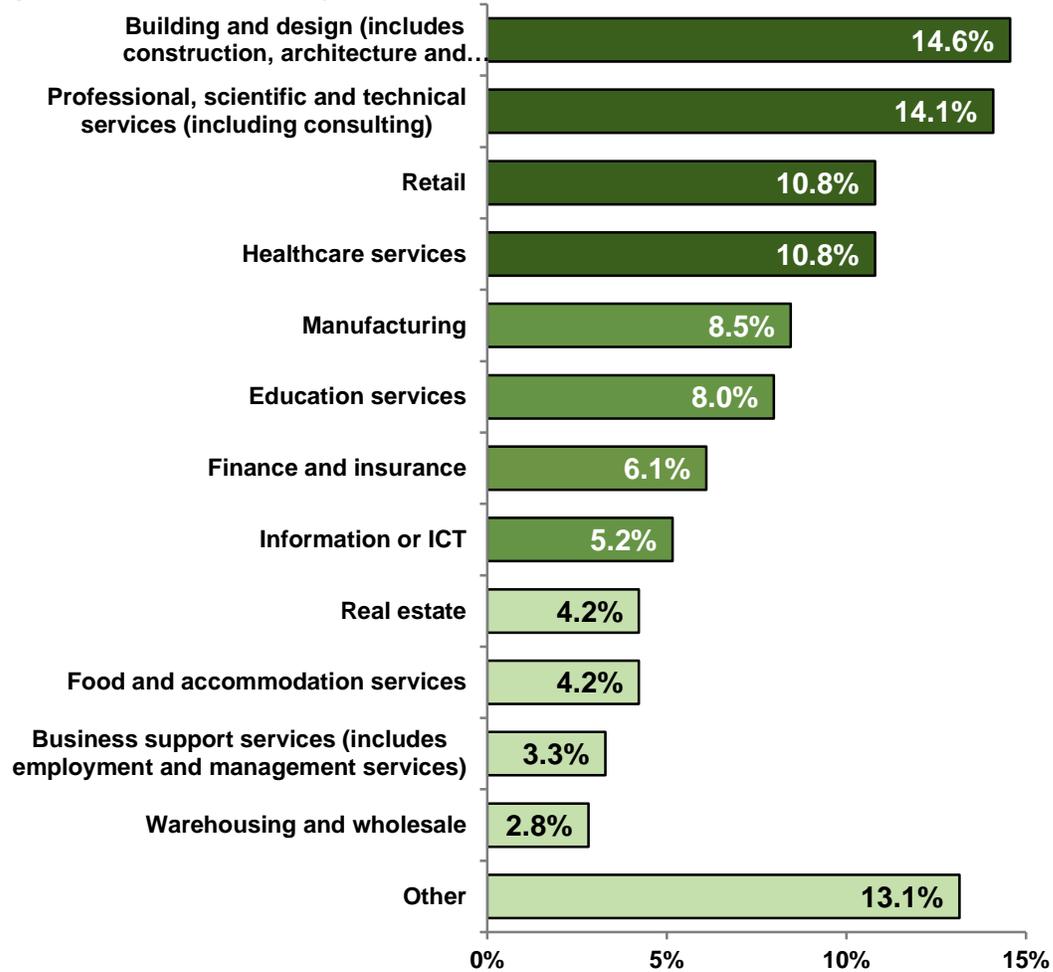


- Large firms typically require a more educated workforce, with a higher percentage of their employees needing a 4-year college degree or more in comparison to medium and small sized firms.
- A higher percentage of small firms indicated extreme importance in the following:
  - Ability to write and document complex information (42% of small firms vs. 23% of medium and 19% of large firms).
  - Ability to use technology and learn new technology tools and applications (39% of small firms vs. 32% of medium and 21% of large firms).
  - Ability to work with others and contribute as part of a team (78% of small firms vs. 68% of medium and 60% of large firms).
  - Technical training and expertise specific to the position they are applying for (44% of small firms vs. 20% of medium and 23% of large firms).
- A higher percentage of large firms indicated candidates or recently employed workers for positions that do not require a 4-year degree are “Sometimes deficient” in:
  - Ability to speak and communicate with customers and colleagues (57% of large firms vs. 35% of medium and 31% of small firms).
  - Technical training and expertise specific to the position they are applying for (49% of large firms vs. 53% of medium and 37% of small firms).

<sup>5</sup> It should be noted that self-employed individuals or firms with 0 employees, were not included in the sample.

Business respondents were more likely to identify with the building and design industries and the professional, scientific and technical services industries, while fewer participants identified with the business support services and the warehousing and wholesale industries.

Figure 32: Industries Most Closely Identified With<sup>6</sup>



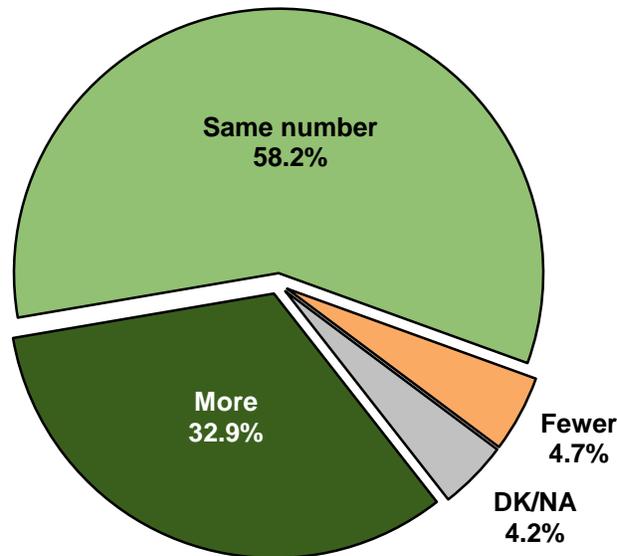
The following industries were grouped into similar industry sectors for additional industry analyses, they include;

- Professional & knowledge services (includes: professional services, finance & insurance and information or ICT),
- Healthcare and education services,
- Building & support services (includes: building & design, real estate and business support services),
- Manufacturing and logistics (includes: manufacturing and warehousing & wholesale),
- Retail and food & accommodation services,
- Other industries. Hiring Expectations in the Next Year.

<sup>6</sup> Respondents were allowed to identify with more than one industry, so results add up to more than 100 percent.

Approximately one-third of businesses surveyed expected to add employees over the next 12 months, resulting in an anticipated employment growth rate of 3.3 percent. Fifty-eight percent of firms indicated that employment levels would not change over the next year and just under five percent (4.7%) indicated they expect to have lower total employment by the next year.

**Figure 33: Hiring Expectations for the Next 12 Months**



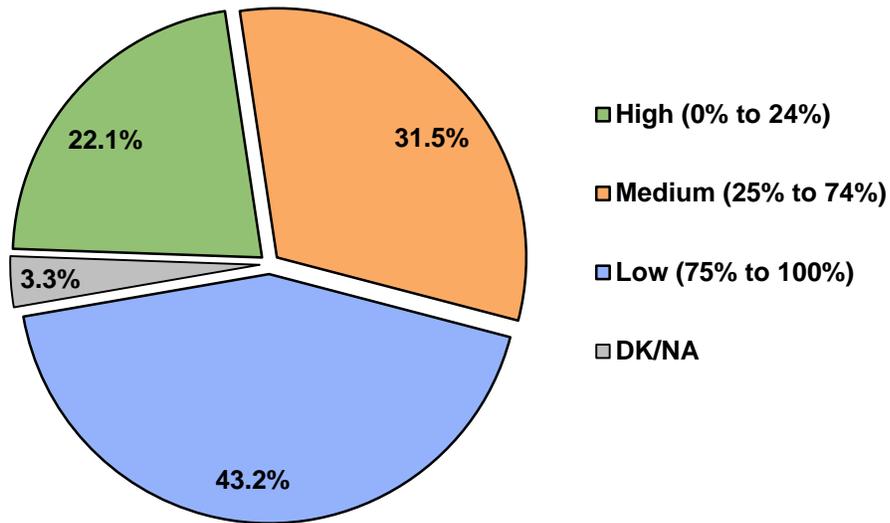
An analysis of different business segment employment expectations reveals;

- Firms with 10 or less people at their current location were more likely to indicate they will increase employment over the next 12 months (37%), compared to those locations with 50 or more employees (29%).
- Businesses in building and support services were more likely to indicate they will increase employment over the next 12 months (37%), compared to those firms that indicated they were in manufacturing and logistics (22%).
- Firm locations where at least half of their employees require at least a 4 year college degree, were more likely to indicate they will increase employment over the next 12 months (39%), compared to those firm locations where less than half of their employees require at least a 4 year college degree (31%).

### Entry-Level Hiring Challenges and Assessment

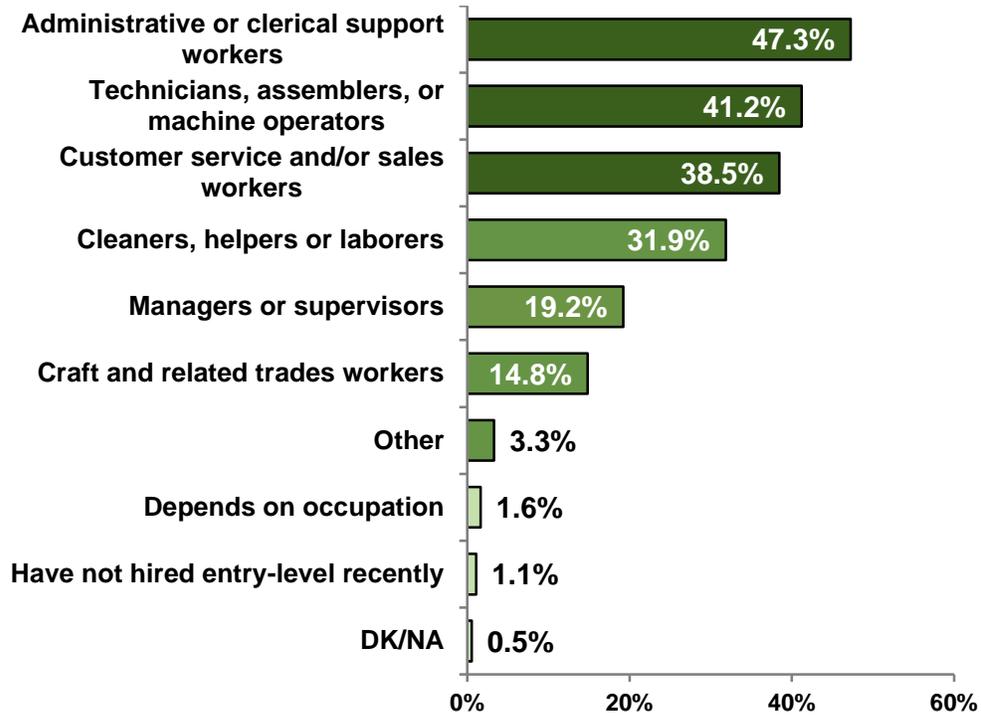
Businesses were asked how many of their full-time and part-time employees who work at their location typically require less than a 4-year college degree as their expected level of education for employment. The plurality of employers (43%) indicate lower educational requirements, indicating 75 to 100 of their employees typically require less than a 4-year college degree as their expected level of education for employment.

Figure 34: Difficulty Finding Applicants that Require Less than a 4-Year Degree



Businesses that employ workers that require less than a 4-year degree were asked which primary occupations they employ that typically have less than a 4-year college degree as their expected level of education for employment. Administrative or clerical support workers and technicians, assemblers, or machine operators, and customer service and/or sales workers were the top three occupations that typically have less than a 4-year college degree as the expected level of education for employment.

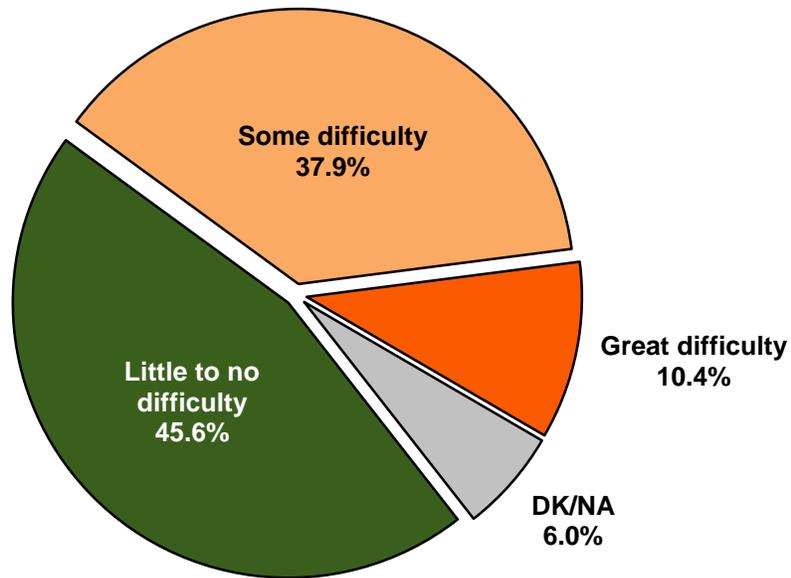
Figure 35: Primary Occupations or Positions that typically have less than a 4-Year College Degree<sup>7</sup>



<sup>7</sup> Respondents were allowed to identify with more than one occupation, so results add up to more than 100 percent.

Businesses that employ workers that require less than a 4-year degree were asked about the difficulty finding qualified applicants who meet the organization’s hiring standards. A plurality of employers (46%) had little to no difficulty finding qualified applicants that require less than a 4-year degree, while 38 percent had “Some difficulty” and 10 percent had “Great difficulty” finding qualified applicants.

Figure 36: Difficulty Finding Applicants that Require Less than a 4-Year Degree



## Importance of Education, Experience, Training, or Skills for Entry-Level Applicants

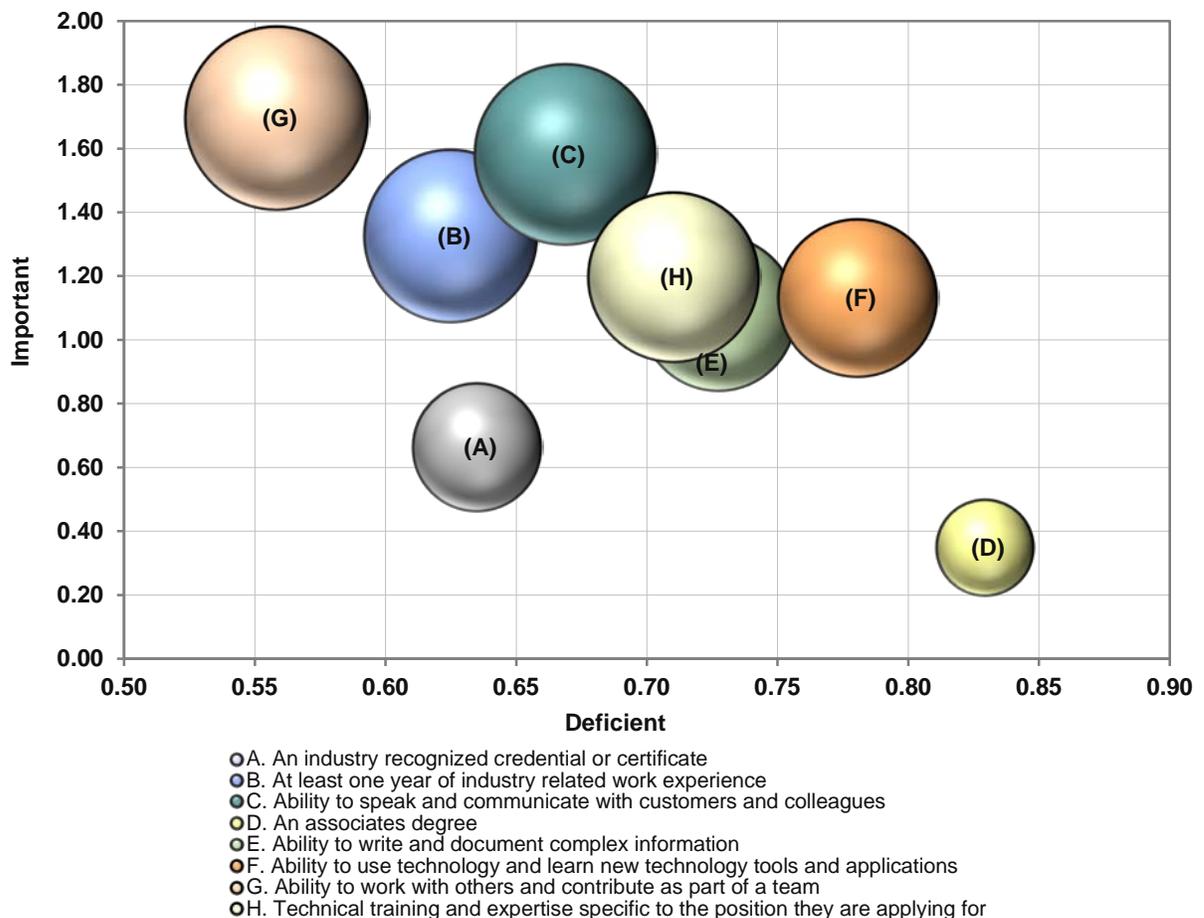
Employers were asked the importance of education, experience, training or skills when considering candidates for positions at their firm that do not require a 4-year college degree. Of those items that an employer identified as at least important, a follow-up question was asked if job candidates or newly hired individuals were deficient in that area.

Figure 20 displays the relationship between the importance of and deficiency in education, experience, training or skills. The size of each sphere indicates the number of respondents who answered each element. Items in the upper right hand quadrant indicate high importance and high deficiency while items in the lower left hand quadrant represent low importance and low deficiency.

Of the eight items that were evaluated, those with the higher combined importance and deficiency ratings included;

- Ability to speak with customers and colleagues
- Technical training and expertise in the position they are applying for
- Ability to write and document complex information
- Ability to use technology and learn new technology tools and applications

Figure 37: Importance of and Deficiency in Education, Training, Skills and Experience in Entry-Level Applicants

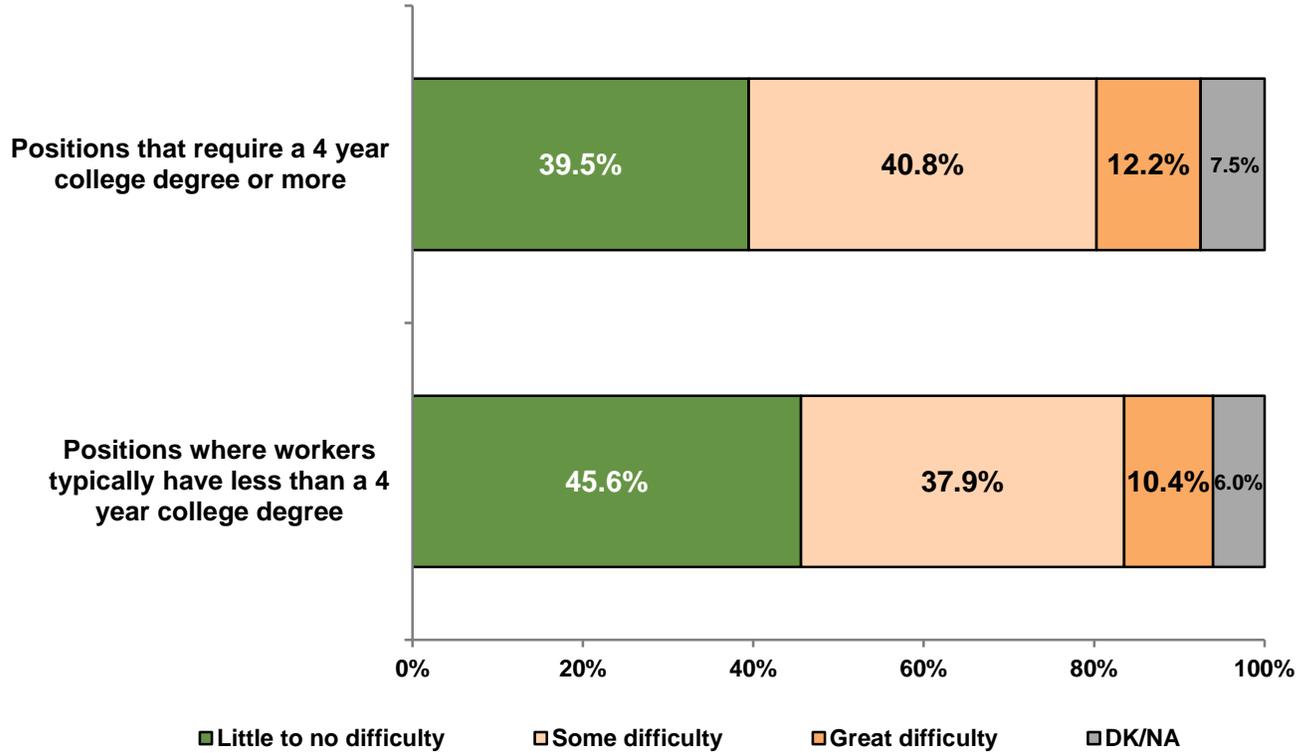


### Non-Entry Level Hiring Challenges and Assessment

In addition to being asked the difficulty finding applicants that meet the organization’s hiring standards in positions where workers typically have less than a 4-year college degree, employers were asked about the difficulty in finding applicants for positions that require a 4-year college degree or more.

There was a five percent higher difficulty finding applicants in positions requiring a 4-year college degree or more than there was finding applicants in positions where workers typically have less than a college degree.

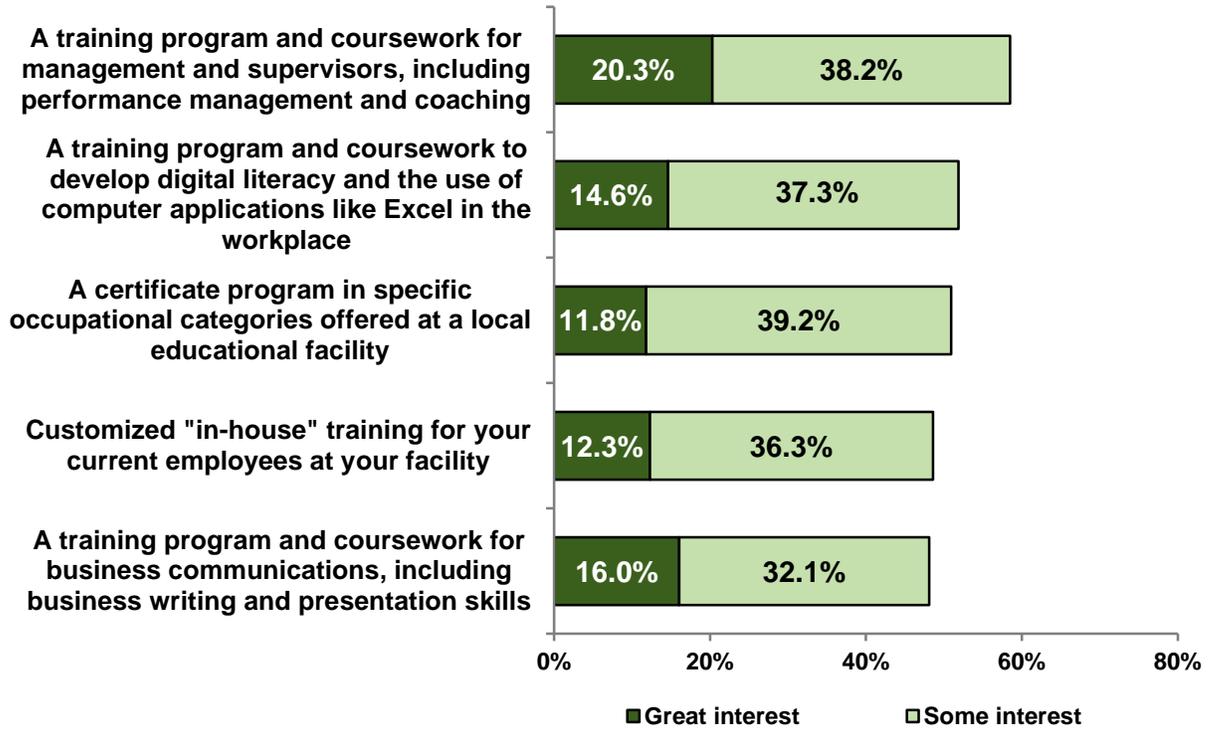
Figure 38: Difficulty Hiring Applicants



### Interest in Training or Educational Programs

Surveyed business were presented with potential training and educational programs that could be developed and offered through a community college or local educational facility. More than half of businesses expressed interest (“Some interest” or “Great interest”) in three of the five programs: “A training program and coursework for management and supervisors, including performance management and coaching”, “A training program and coursework to develop digital literacy and the use of computer applications like Excel in the workplace”, and “A certificate program in specific occupational categories offered at a local educational facility”.

Figure 39: Interest in Potential Training or Educational Programs



- A higher percentage of large firms (21%) said they had “Great interest” in “Customized ‘in-house’ training for your current employees at your facility” when compared to 10% of medium and 8% of small sized firms.
- A higher percentage of small firms (18%) said they had “Great interest” in “A certificate program in specific occupational categories offered at a local educational facility” when compared to 3% of medium and 13% of large sized firms.

## Response to BW Research

The following evaluation highlights current and perceived needs for each of the five program areas as outlined by AB 86. The employer survey of San Diego North County businesses provided information which informed the following section.

### Elementary and Secondary Basic Skills

While nearly seven in ten adults (18 years of age or older) in the North County have completed at least some college, almost 13 percent of adults do not possess a high school diploma or its equivalency.<sup>8</sup> Elementary and basic skills are an important facet of the region's educational offerings as such a large percentage of individuals are poised to benefit.

#### **Key Findings:**

Spoken, written, and technology skills were identified in the report as being skills that local employers most often felt that their employees and/or potential employers were deficient. Elementary and Secondary Basic Skills courses can address these needs and deficiencies by increasing the assignments and requirements in courses where students would be able to improve these skills.

##### **1. The ability to work with others and to contribute as a part of a team.**

The largest majority of business surveyed indicated that they desired employees who had a stronger ability to work with others and to contribute as a part of a team; this was reported for 78% of small firms, 68% of medium firms, and 60% of large firms.

Group work and collaboration is a pedagogical strategy that many instructors use, however it is not specifically outlined as a core element in most of the AHS curriculum. As a result of the research within this report, it is clear that this is one area where Elementary and Secondary Basic Skills courses for adults can be improved. To improve group work endeavors, and to model group assignments after group work that employees might be expected to complete in the work force, some research would need to be done. After this, instructors in adult education courses could implement group work assignments, reporting procedures, and tracking mechanisms for productivity on group assignments that model the businesses in the region.

##### **2. The ability to speak and communicate with customers and colleagues**

A majority of business surveyed indicated that candidates or recently employed workers were "sometime deficient" in their abilities to communicate; this was reported for 57% of large firms, 35% of medium firms, and 31% of small firms.

Communication and collaboration are a large part of the curriculum in most of the face-to-face Elementary and Basic Skills courses throughout the region. To better support the needs of region employers, more course assignments and dedicated curriculum, including but not limited to group presentations, oral presentations and lessons on appropriate and effective methods of communication could be implemented.

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<sup>8</sup> EMSI 2014.2 QCEW and non-QCEW

### **3. *The ability to write and document complex information***

A high percentage of small firms indicated that improved writing abilities for their employees was of importance to them; this was reported for 42% of small firms, 23% of medium firms, and 19% of large firms.

The ability to write and document information is critical for students in adult education courses around the region. To better support the needs of employers in this area, and especially for smaller firms throughout the region, basic skills courses could be developed in collaboration with firms so that documents and curricular emphasis are specific to the needs of these firms. Students in most basic skill English courses are taught proper MLA formatting, but this may not be the formatting that will best serve these students in the workforce. Collaboration would address this.

### **4. *The ability to use technology and to learn new technology and applications***

An additional area where business surveyed indicated a need that might be met by Elementary and Secondary Basic Skills courses was in relation to the need for employees who are better trained with, or more at ease with, technology; this was reported for 39% of small firms, 32% of medium firms, and 21% of large firms.

Technology use in most courses within the various areas of Elementary and Secondary Basic Skills focus primarily on the academic environment. Students are given access to computers and programs that help with word processing, internet research, presentations, and course tracking and assignment management. Emphasis on technologies that might be used by local businesses could be implemented if those technologies were first identified. Additionally, increased computer classrooms and employer software programs would need to be made available to the academic programs and classes so that they could be introduced to students.

In the absence of this, one way that elementary and basic skills courses could support and increase the abilities of adult learners when it comes to technology use would be to design classroom assignments that would emphasize the transferability of their technology skills to the workforce. For example, it might be pointed out to students more regularly how the use of computers and programs in their classrooms might mirror the technology uses in the workforce.

### **5. *Interest in Training or Educational Programs***

One final area where business surveyed indicated a need was in the area of training or educational programs. More than half of businesses expressed interest (“Some interest” or “Great interest”) in three of the five programs: “A training program and coursework for management and supervisors, including performance management and coaching”, “A training program and coursework to develop digital literacy and the use of computer applications like Excel in the workplace”, and “A certificate program in specific occupational categories offered at a local educational facility”.

The only area for training where elementary and basic skills courses might be of assistance to local industries would be in the area of digital literacy. While the survey and Figure 39 specifically call out Excel as a computer application that employees might be better trained on, there may be other applications, such as Microsoft Word, the internet for research or even email, etc. that basic skills courses could assist with.

### ***Final Reflections:***

Overall, the data provided by BW Research indicates that there will be growth in employment in several industries throughout the region and that employees with less than a 4 year degree will be desired; 63% of business surveyed indicated that more than half of their employees require less than a 4-year degree. Some primary occupations where this was the case were in the areas of: Administration or Clerical Support, Technicians, Assemblers, or Machine Operators, Customer Service or Sales Workers, and Cleaners, Helpers, or Laborers. In trying to identify businesses where collaborative efforts with Elementary and Secondary Basic skills courses and programs could be forged, the industries defined earlier should be of primary focus.



## Classes and Courses for Immigrants

The large number of foreign-born individuals living in North County highlights the need for programs for immigrants, such as ESL courses. Nearly a quarter of a million (244,000) people in the region were born outside of the United States. Approximately 341,000 North County residents speak a language other than English at home, of which nearly half (49.6%) are classified as speaking English less than “very well.”

The need for courses and program for immigrants is also demonstrated through the 94 percent of employees who indicated the “Ability to speak and communicate with customers and colleagues” was important when considering candidates for employment as well as more than half (51.5%) of employers’ indication of a deficiency in this area. Having courses and programs for immigrants is necessary to the development of employees with the ability to speak and communicate with others.

### **1. The ability to work with others and to contribute as a part of a team.**

The largest majority of business surveyed indicated that they desired employees who had a stronger ability to work with others and to contribute as a part of a team; this was reported for 78% of small firms, 68% of medium firms, and 60% of large firms.

Group work and collaboration is a pedagogical strategy that many instructors use, however it is not specifically outlined as a core element in most of the curriculum. To improve group work endeavors, and to model group assignments after group work that employees might be expected to complete in the work force, some research would need to be done. After this, instructors in adult education courses could implement group work assignments, reporting procedures, and tracking mechanisms for productivity on group assignments that model the businesses in the region.

### **2. The ability to speak and communicate with customers and colleagues**

A majority of business surveyed indicated that candidates or recently employed workers were “sometime deficient” in their abilities to communicate; this was reported for 57% of large firms, 35% of medium firms, and 31% of small firms.

Clearly, this deficiency can be alleviated by growing and improving Classes and Courses for Immigrants programs within our region. The measurable increase in oral skills is a critical goal of the programs developed for English learners. A focused approach, ensuring that oral skills translate to the workplace, would respond directly to the needs of employers in our area. While curriculum currently addresses communication in the workplace, additional contextualized modules would enhance our students’ future success in our region’s economy.

### **3. The ability to write and document complex information**

A high percentage of small firms indicated that improved writing abilities for their employees was of importance to them; this was reported for 42% of small firms, 23% of medium firms, and 19% of large firms.

The ability to write and document information is critical for students in adult education courses around the region. Further development of writing in the context of workplace forms and formats can be implemented to address the current employee deficiency of skills.

#### **4. *The ability to use technology and to learn new technology and applications***

An additional area where business surveyed indicated a need that might be met by Classes and Courses for Immigrants courses was in relation to the need for employees who are better trained with, or more at ease with, technology; this was reported for 39% of small firms, 32% of medium firms, and 21% of large firms.

It is imperative that future Classes and Courses for Immigrants programs in our region emphasize current and changing technology. Though many of our current programs offer students the opportunity to experience and apply technological skills, many local courses are unable to do so with their limited equipment and facilities.

In addition, incorporating the use of these skills in the workplace requires additional contextualized learning, offering students the opportunity to use spreadsheets, presentation software, etc. as opposed to word processing and internet skills only.

#### **5. *Interest in Training or Educational Programs***

One final area where business surveyed indicated a need was in the area of training or educational programs. More than half of businesses expressed interest (“Some interest” or “Great interest”) in three of the five programs: “A training program and coursework for management and supervisors, including performance management and coaching”, “A training program and coursework to develop digital literacy and the use of computer applications like Excel in the workplace”, and “A certificate program in specific occupational categories offered at a local educational facility”.

Again, the importance of digital literacy is emphasized by local businesses and Classes and Courses for Immigrants courses could be an excellent provider of such skills through contextualized curriculum.

Regarding training and certificate programs, while not entirely appropriate for the language level of our students, available guidance and counseling might increase the likelihood that our students would seek out such opportunities after leaving our program.

### ***Final Reflections:***

The need for language skills in our region is well documented. The lack of these skills is apparent not only in our classrooms but in the local workplace. To better prepare our students and to answer the call of their future employers, it is imperative that our curriculum adapts to the economy by offering contextualized workplace learning opportunities, including fostering soft skills and improved communication, and by growing the digital literacy of our student population.

## Adults with Disabilities

Currently, no training or education strategies are utilized by members of the Coastal North County Adult Education Consortium (CNCAEC) to connect Adults with Disabilities to specific employment opportunities. Although there are public agencies in north county San Diego that provide employment support to AwD students, neither the California Department of Rehabilitation (DOR) nor the San Diego Regional Center (SDRC) provide direct services to members of the CNCAEC; the one exception is an agreement between the DOR and the San Dieguito Union High School District to provide employment support to select special education students through the Transition Partnership Program (TPP).

BW Research identified that there are nearly 12,100 individuals with a cognitive difficulty over the age of 5 in our region. The SDRC estimates that it services nearly 2,600 clients over the age of 18 in our region. This information, coupled with an enrollment figure of 142 students that accessed the MiraCosta College AwD course in academic year 2013-14, would suggest that the potential AwD student population is woefully underserved in our consortium area.

A recent study published in the *Journal of Intellectual Disabilities* demonstrates significant positive employment outcomes for individuals with intellectual disabilities who attend postsecondary programs compared to those who do not pursue further education. In his article, Eric J Moore presented findings which indicated that graduates of postsecondary programs reported higher rates of employment since completing high school.

Clearly, there is evidence to support the need for a comprehensive postsecondary program for Adults with Disabilities, specifically in the Coastal North County Adult Education Consortium area. In order for MCCC to accommodate employers' needs in the region, expansion of AwD's current single course program is required. The following skills and abilities employers are seeking provide a valuable foundation for developing a new, more comprehensive AwD program.

### **1. The ability to work with others and to contribute as a part of a team.**

The largest majority of business surveyed indicated that they desired employees who had a stronger ability to work with others and to contribute as a part of a team; this was reported for 78% of small firms, 68% of medium firms, and 60% of large firms.

In the Basic Academic Skills course, some learning activities may include group work and collaboration; however, the ability to be a team player is not a skill that is of primary focus for the class. In creating a comprehensive AwD program, a team based learning approach across the curriculum would improve the group work endeavors desired by regional businesses.

### **2. The ability to speak and communicate with customers and colleagues**

A majority of business surveyed indicated that candidates or recently employed workers were "sometime deficient" in their abilities to communicate; this was reported for 57% of large firms, 35% of medium firms, and 31% of small firms.

This deficiency can be alleviated by growing and improving the AwD education program within our region. The measurable increase in oral skills is a critical goal of the programs developed for IDD students. A focused approach ensuring that oral skills translate to the workplace would respond directly to the needs of employers in our area. While the current course offering

addresses communication skills, additional contextualized modules would enhance our students' future success in our region's economy.

### **3. *The ability to write and document complex information***

A high percentage of small firms indicated that improved writing abilities for their employees was of importance to them; this was reported for 42% of small firms, 23% of medium firms, and 19% of large firms.

The ability to write and document information is of utmost importance for the AwD population of students in adult education. Further development of writing in the context of workplace forms and formats can be implemented to address the current employee deficiency of skills.

### **4. *The ability to use technology and to learn new technology and applications***

An additional area where business surveyed indicated a need that might be met by Classes and Courses for Immigrants courses was in relation to the need for employees who are better trained with, or more at ease with, technology; this was reported for 39% of small firms, 32% of medium firms, and 21% of large firms.

It is imperative that future AwD education programs in our region emphasize current and changing technology. Currently, the Basics Academic Skills course only allows one hour a week access to the computer lab where basic email and internet skills are taught. Incorporating the use of technology skills in the workplace requires additional computer lab time and contextualized learning, offering students the opportunity to master word processing, spreadsheets, and presentation software.

### **5. *Interest in Training or Educational Programs***

One final area where business surveyed indicated a need was in the area of training or educational programs. More than half of businesses expressed interest ("Some interest" or "Great interest") in three of the five programs: "A training program and coursework for management and supervisors, including performance management and coaching", "A training program and coursework to develop digital literacy and the use of computer applications like Excel in the workplace", and "A certificate program in specific occupational categories offered at a local educational facility".

The importance of digital literacy and a certificate program is emphasized by local employers and Adults with Disabilities are capable of acquiring those, to meet workforce demands, if given the opportunity to participate in an extensive postsecondary curriculum.

## ***Final Reflections:***

Our consortium members have proof that businesses expect today's workforce candidates to possess communication skills (written and oral), digital literacy, and a teamwork spirit. The primary occupations/positions requiring less than a 4-year degree in the region are also known: Administrative or Clerical Support; Technicians, Assemblers, or machine operators; and Customer Service/Sales.

BW research has identified that the number of AwD students being served by MiraCosta College has declined since 2008. Yet, data shows that there is a significantly large population of AwD students in the region. Further, within the employment scope of this report, it would seem practical to evaluate existing programs administered by other consortia groups within the

county to generate a gap assessment of the CNCAEC service needs for all disabled students attending MiraCosta College.

Among the other four consortia groups within San Diego County, two distinct programs have been identified that are not yet offered by the CNCAEC. **Workability III** and the **College-2-Career** program both connect Adults with Disabilities to employment opportunities. Both programs will be explained in further detail in Objective 5 of this report.

Also, though not a part of any other county-wide consortium group program, there is an opportunity to partner directly with the San Diego Regional Center and provide service to AwD students through their **Tailored Day Service Option**. This partnership would allow MCCC to vendor with regional center for the purpose of providing individualized support for AwD students. Tailored Day Service Option programs will also be explained in Objective 5 of this report.

The consortium has the opportunity to be the first in north county San Diego to offer AwD student an entry-level employment support program and a C2C-like, comprehensive, 3-year postsecondary education program with support services to better prepare them and to answer the call of their future employers. Such programs have emerged across the country and participants have found great success in the job market.



## Short-Term Career Technical Education

According to the research done by BW, almost half (48%) of Coastal North County employers that were surveyed indicated either some or great difficulty finding qualified job applicants for positions that require less than a four-year college degree. This is valuable in helping to understand the overall need by regional employers and opportunity for regional job-seekers that may not have a four-year college degree as well as the need for responsive short-term CTE. The survey results show that employers were looking for (importance) and have difficulties finding (deficiencies) job applicants with:

- **Strong Communication skills:** regional employers indicated that both the ability to speak with customers and colleagues as well as the ability to write and document complex information was important for job applicants and something that applicants and new hires are often deficient in.
- **Applied technology skills:** regional employers indicated that the ability to use and learn technology tools and applications was both important and something applicants and new hires were often deficient in.
- **Technical skills (Occupation and/or industry specific):** Lastly, regional employers placed importance on technical skills that are specific to a given occupation and/or industry.

These three areas of employer need, communication skills, applied technology skills and technical skills specific to a given industry and/or occupation, provide a valuable foundation for developing new and expanded short-term CTE programs.

### ***Industry and Occupational Pathways by Employer Need***

A review of regional labor market data provide some insight of regional employer needs for occupational pathways and industry specific occupational training that can be directly or indirectly supported by short-term CTE. The tables below shows the top 15 occupational openings in San Diego's North County, a region that includes Coastal North County. Registered Nurses accounted for 12 percent of all annual openings for jobs that require some college, an associate's degree, or a postsecondary non-degree award. Nursing Assistants (129 annual openings), Medical Assistants (107 annual openings), and Preschool Teachers, except Special Education (101 annual openings) rounded out occupations that accounted for at least 100 annual openings in 2013.

**Table 1: Top 15 Occupations by Annual Openings in North County (2013)**

Occupation	2013 Jobs	Annual Openings	Regional Completions	Median Hourly Earnings	Education Level
Registered Nurses	5,322	226	317	\$41.84	Associate's degree
Nursing Assistants	2,682	129	170	\$13.16	Postsecondary non-degree award
Medical Assistants	2,202	107	487	\$16.02	Postsecondary non-degree award
Preschool Teachers, Except Special Education	1,547	101	128	\$15.01	Associate's degree
Licensed Practical and Licensed Vocational Nurses	1,743	95	152	\$23.39	Postsecondary non-degree award
Teacher Assistants	1,950	89	0	\$13.68	Some college, no degree
Heavy and Tractor-Trailer Truck Drivers	1,879	79	0	\$19.73	Postsecondary non-degree award
Computer User Support Specialists	1,673	64	126	\$21.87	Some college, no degree
First-Line Supervisors of Production and Operating Workers	1,669	55	0	\$27.25	Postsecondary non-degree award
Hairdressers, Hairstylists, and Cosmetologists	1,034	49	266	\$11.15	Postsecondary non-degree award
Manicurists and Pedicurists	833	48	233	\$9.08	Postsecondary non-degree award
Medical and Clinical Laboratory Technicians	451	46	28	\$20.32	Associate's degree
Telecommunications Equipment Installers and Repairers, Except Line Installers	608	44	0	\$27.81	Postsecondary non-degree award
Electrical and Electronics Engineering Technicians	1,089	41	0	\$27.45	Associate's degree
Dental Assistants	1,287	39	97	\$17.68	Postsecondary non-degree award

***Other tools used to determine workforce needs in the region***

Due to the ever increasing pace of change in technology and workforce and work skill requirements, Labor Market data cannot be the only measure by which courses and curriculum are created and maintained.

In creating classes and programs, and in an effort to determine the training employee or other workforce needs for employers in the region, the Director of the CS&BD performs industry outreach by meeting with industry CEOs and operation managers. Participation in regional industry organization, and other professional organization provide additional insight into skill gaps and workforce needs. Attendance at workforce development conferences and symposiums, both regionally and nationally, also helps to inform Director in the needs within the region, opportunity for program development, and to stay current on best educational practice.

***Final Reflections***

Short-term CTE programs need to focus on both improving immediate employment opportunities for adult education students, while also providing a stronger foundation for their long-term economic self-sufficiency. Both of these goals require a commitment to understanding where adult educational students are in terms of the development of their employment skills and the needs of regional employers. The research and analysis from the AB 86 planning grant provides some of the initial structure to assess where adult education

students are and what is needed to strengthen both their immediate and long-term employment opportunities, however more infrastructure needs to be developed that continually provides direction on;

1. A framework for developing employment skills that are segmented by the different career pathways that are available to Adult education students in the region. This framework and corresponding resources should connect CTE programs to their relevant career pathways and expose students to their immediate and long-term employment opportunities.
2. Tools and resources that provide updated information on the changing direction of employer demand in the region and how that impacts the career pathways that have been identified within the CTE Programs. Their needs to be a systematic process in place to better understand the changing demand for talent by employers in the region.
3. Updated information on the obstacles and opportunities for current and potential adult education students to better meet their immediate education and employment objectives. Their needs to be a systematic process in place to better understand the changing supply of current and potential adult education students within the region and their needs for economic self-sufficiency.

## Programs for Apprentices

There are no services for apprenticeships amongst consortium members.

The employment in utilities, construction, etc. offers the consortium the opportunity to support programs for apprentices in North County. The demand for apprenticeship programs is demonstrated in the employer survey where 86 percent of employers indicated that “At least one year of industry related work experience” was important when considering candidates for employment, with 39 percent indicating it as “Extremely important” and 47 percent indicating it as “Important”. Furthermore, 47 percent of employers indicated that candidates or recently employed workers were deficient in this area, with 10 percent indicating candidates or recently employed workers were “Often deficient” and 37 percent indicating they were “Sometimes deficient.”

Information on Programs for Apprentices that may not be within consortium, but that are available in the larger region, will be included in the following objectives, as appropriate.



## Objective #3: Seamless Transitions

Plans for consortium members and partners to integrate existing programs and create seamless transitions to postsecondary education or the workforce.



Recommendations made throughout this report are aimed at detailing the ways in which all teams and participants in this process and report believe we can improve student success for learners in our region. Improving collaboration between programs to provide clearer pathways and to better support transitions from one program or opportunity to another are critical to student success. However, this cannot be accomplished without funding for a large scale transition period that will include, but will not be limited to, large scale programmatic and student services changes, improvements, and expansions.

As a part of these transition efforts, the Leadership and Advisory Teams have identified several critical needs and or positions that are necessary to maintain the goals set forth by AB 86 and again, to achieve the integration and transition efforts outlined throughout this objective, as well as within the larger report.

These needs are:

### **1. Continuation of the AB 86 Coastal North County Adult Education Consortium**

In order to enact all the goals and efforts identified throughout this report, and in an effort provide more comprehensive and collaborative adult education programs within the region, the consortium created by AB 86 must be continued; This include the continuation of the Leadership Team, as well as the workgroups.

The continuation of this consortium would allow all partners to be proactive in the transition period needed for the AB 86. It would also allow all partners to continue servicing, as well as improving service, to all adult education students and to the community. Another purpose for the continuation of this consortium would be to give local businesses a place, or a committee, to turn to if they identify needs in the workforce that they would like the college and adult schools to meet.

### **2. AB 86 Grant Coordinator**

Under the direction of the Leadership Team for the AB 86 Project Grant, the Grant Coordinator will maintain a communication plan for the consortium and coordinate meetings for the AB 86 Coastal North County Adult Education Consortium. This person would also monitor the budget and facilitate and/or maintain relations with area school district, college personnel, and business or community partners.

### **3. AB 86 Administrative Assistant**

Under the direction of the AB 86 Leadership Team, and in support of the workgroups and other AB 86 staff, this assistant would perform a wide variety of specialized and responsible secretarial and administrative duties to support the goals of the AB 86 projects and the Coastal North County Adult Education Consortium.

### **4. AB 86 Research Analyst**

Under the general supervision of the Leadership Team for the AB 86 Project Grant, this person would perform complex analytical, statistical, and programming tasks required for the provision of information on regional adult education to the consortium via written reports, tables, graphics, oral presentations, and a variety of computer-mediated formats. This person would also collaborate with administrators, faculty, staff, students, and external agencies on research projects for planning, decision-making, evaluation, and accountability.

### **5. AB 86 Research Firm**

Under the advisement of the AB 86 Leadership Team, a firm would be contracted to continue conducting Workforce & Economic Development Research projects to determine industry and occupational workforce needs, skill and educational gaps, industry assessments and forecasts, and identifies the workforce and training needs for areas served by the Coastal North County Adult Education Consortium.

### **6. AB 86 Student Service Specialist – Work Skills Navigator**

Under the direction of the Director and/or the Coordinator of the Community Services & Business Development, this person would plan, organize and implement programs designed for CTE students. He or she would identify and recommend recruitment sources to attract diverse students, assist short term CTE students with resume and interview skills and connecting them to jobs, provide student employment assistance, meet with employers to create internships, and match students to jobs. He or she would also keep in contact with program graduates to track training results and prepare student tracking reports for institutional reporting.

### **7. AB 86 Student Services Liaison**

Under the direction of the AB 86 Leadership Team, this person would be responsible for Student Activities, Outreach, Student Government, Student Grievance and act as a liaison for all other student services available to meet the needs of adult education students at all locations within the consortium. Additionally, this person would be responsible for identifying, developing, and implementing studies and analysis of new student programs which are consistent with the mission of the AB 86 Grant and which meet the evolving needs of the community and its adult education students

### **8. AB 86 Marketing and Communications Director**

Under the direction of the AB 86 Leadership, create and implement the consortium's community relations, marketing, and communication's programs, including public affairs and legislative advocacy, public information, media and community relations, advertising and recruitment, crisis communication, consortium publications, customer service and public events.

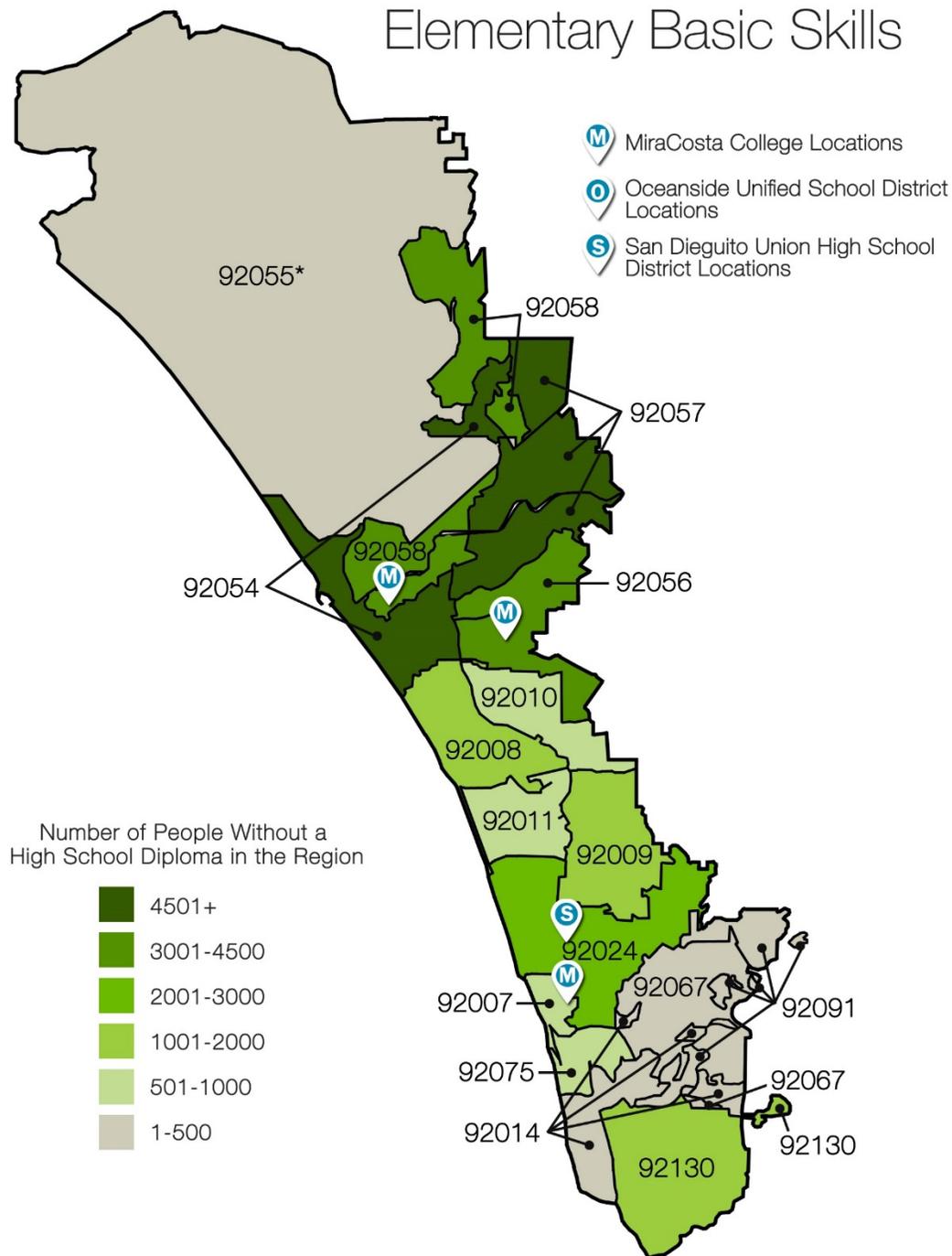
## ***Final Reflections:***

In addition to these positions, the workgroups have detailed ideas for transitions and pathways for each of the 4 program areas. While these needs are specific to the programs, there were also some larger needs that were repeated. These needs are:

- **AB 86 Events Budget**
- **Placement and Testing Services**
- **Increased Counseling Services**
- **Increased Technology and Site Resources**
- **Increased Support Services**

## Elementary and Secondary Basic Skills

The chart below depicts the locations of all Elementary and Secondary Basic Skills Programs currently being offered in the consortium, along with the density of populations who are in need of these services by zip code.



\*This area represents Camp Pendleton, and while this area is not specifically assigned as a part of the CNCAEC, our programs and services are often accessed by these students.

## **Educational Pathways:**

A variety of Educational Pathways should exist, to ensure students within the region can seamlessly transition from one program to the next:

1. The community to Adult High School Programs
2. Other noncredit to Adult High School Programs
3. CUSD and OUSD to MCCC'D's Adult High School
4. SDUHSD to SDUHSD's Adult High School
5. Between MCCC'D's AHS and SDUHSD's Adult High School
6. From all Adult High Schools to Credit Basic Skills
7. From all Adult High Schools to AA and AS Programs & Certificates
8. From all Adult High Schools to CTE Programs & Certificates
9. From all Adult Schools to the Workforce
10. From all adult schools to the 4 year university

In order to integrate the varying programs throughout the consortium area, and to create seamless transitions to other existing programs and opportunities for adult education students in the area of Elementary and Secondary Basic Skills, the following must be addressed:

### **I. Placement and Testing Services**

Students in all programs must have access to ongoing testing and assessment services. Ideally, testing services should be available to students in all programs, and at all times, so that they can receive information about, and testing for, each program – at whatever point in the school year they present. It is very important in adult education to remove assessment and enrollment barriers that might cause students to leave our programs and never return.

Students in the OUSD and CUSD would be better served if testing services through MCCC'D, and at the CLC were more readily available.

Although SDUHSD does not currently do a pre-assessment for their classes, much of that has to do with resources. In order to integrate, they would benefit from having ongoing testing and counseling resources for their program so that they can institute procedures that better align with other programs. They should also have access to testing services at all sites, but especially at the San Elijo campus of MiraCosta College.

### **II. Counseling**

All programs should consistently have a least one dedicated counselor and a support secretary. Adequate support staff and counseling services are necessary to provide effective orientations, registrations, enrollments, personal, academic, and career counseling. Additionally, counselors need to have the staff support, and counseling time, necessary to help students in adult programs to create an Educational Plan.

The shift in California for education plans at the college level was enhanced and mandated through Senate Bill 1456. The same level of attention to planning and future goals for students in adult education programs must be given. Students in adult education should be given the same levels of educational planning as college-going students so that we may provide these students with the information and tools necessary to obtain higher education, CTE degree or certificate, or to enter an apprenticeship or internship program.

Full-time counselors are needed for all programs in order to create and maintain the pathways that are inherent in the AB 86 goals, and counselors are an important link for all programs and between all stakeholders.

### **III. Faculty**

In order to integrate and align these programs, both programs need full-time faculty members who have the time and resources necessary to keep the programs current, effective, and integrated. Without full-time faculty, collaboration is extremely difficult. No full-time faculty members means no dedicated oversight on all elements of the program. In order to integrate and align these programs in all the ways outlined in not only this objective, but in the larger report, full-time faculty members for all programs are a must. San Dieguito's adult school needs full time faculty in English and Math and MCCC'D's AHS needs additional FT English faculty.

### **IV. Support Services**

All programs should have as many onsite support services as possible. Adult education programs need dedicated people in all support service areas who are tasked specifically meeting the needs of adult education students at each campus. Strong support services are important to these students because they often present with many more barriers than the average high school or college going student, and ensuring their success means having access to all the support we can provide them.

Support services for adult education should equal, or even exceed, those provided to students in higher education. In order to create and sustain good student behaviors in our populations, behaviors that will help them be successful in either higher education or in the workforce, they must have support services. Some examples of support services that need to be more readily available to adult education students are: more comprehensive Writing Center and Tutoring services, EOPS/CalWorks, DSPS, and Career Services, etc.

### **V. Curriculum and Delivery**

In order to align and integrate curriculum, faculty in all programs need to be able to work collaboratively with one another on an on-going basis. In writing curriculum and adhering to standards that are both rigorous and reflective of the skills needed in order for the students to be best prepared for higher education and/or the workforce, curriculum writers need to know what the basic skills needs are, and in what ways they might be changing. For example, as curricular requirements change for students in the local high schools, and new classes and requirements are added at the local community colleges, or new companies are started in the community, it would be helpful for the curriculum in adult education and the AHS to be changed, updated, or created to meet these needs and to ensure student success.

Additionally, all programs should help their students to access courses in all three modes of delivery: face-to-face lecture, independent study, and Distance Education (DE)/hybrid. Students in adult education present for different reasons and with different needs and if one method of diploma completion better suits the needs of a particular student, he or she should be given options. For example, if a student comes in and is prepared to complete diploma course work in an accelerated model, the student should be told about the classes, programs, and tests available to accomplish this, regardless of the delivery method. Students who wish to have face-

to-face instruction can be sent to the appropriate program. Students who want an independent study model should have it, and students who want to take courses in an online/DE format should be able to do that.

Face-to-face classes offer basic skills and adult education students the opportunity to receive instruction in an environment that also supports good student behaviors. Independent study classes allow students to work on courses at their own pace and with one-on-one meeting with instructors; students can get what they need from faculty mentors when they need it. Also, as distance education gains in popularity and effectiveness in higher education and career development, this mode of course delivery should also be used in noncredit adult education so that those students are better prepared for the educational or workforce environments they will face when they leave our programs. Additionally, distance education can be a great form of class delivery to allow students in each program to benefit from the courses in a partnered program without the students having to travel to another campus. If students at MCCC'D's AHS have access to DE tools such as Blackboard and online tutoring through MCCC'D, students at SDUHSD should have these as well.

Employing these different modes of curricular delivery would also allow students in adult education to also prepare for, or access, courses in basic skills at the community college. To support transition and pathways, students from each adult program should be made aware of the courses at the college that could help them meet their diploma needs. For example, adult education students in all programs should be educated on courses that they can take as concurrently enrolled high school students that would support their success in college, and their access to the college. An example of this is English 100/English 52 learning community offered at MiraCosta College. This course would be a great one for adult education students because the delivery mechanism is designed to meet the needs of students who desire more support and more instructional time as they improve their basic skills in English.

Additionally, students who are prepared for distance education could take courses online, or in hybrid format, and the varying deliveries of adult education courses in our programs should help to prepare these students for their next step.

Articulation of courses and Dual Enrollments are other ways to create stronger pathways and transition services to adult education students. Articulation of courses in noncredit and credit English and Math would benefit adult education students because they would not have to retake remediate courses if the rigor of the course and their success in those courses were matched to the expectations in place at the credit level. Dual enrollments would allow noncredit students to earn units of credit at the college while also earning their diploma and this could provide a strong platform for transition and matriculation. More information on each of these can be found in Objective 5 as successful models of acceleration for basic skills students.

Finally, information on all course and all programs should be maintained, regularly updated, and disseminated by the AB 86 Student Services Liaison to all programs within the consortium.

## **VI. Progress Indicators and Outcomes**

To integrate and align programs at MCCC'D and SDUHSD, Student Learning Outcomes (SLO's) and Program Learning Outcomes, (PLO's) could be adopted by all programs. In identifying and

specifically measuring outcomes for students in classes and programs, student learning trends and needs can be tracked and the effectiveness of the curriculum and the adult schools can be determined, analyzed and ultimately used to make changes to the programs that will then positively impact student success rates. In order to implement and align Progress Indicators and Outcomes for students, opportunities for professional development are needed for all programs.

Additionally, a degree audit program available to all adult education programs would be tremendously beneficial to students, counselors and faculty as students move from one program to the next.

## **VII. Assessments & Graduation Requirements**

All methods of testing for competencies and /or for graduation should be extended to students in each of the individual programs.

As mentioned above, the addition of a dedicated testing center, or increased testing resources for all programs, would increase the capacity for all programs to meet the testing needs of adult students in our programs. Students in MCCC'D's AHS should be allowed to take the competencies defined by the program, the CAHSEE in consultation with CUSD and OUSD, the college placement test, or GED subject tests in order to meet graduation requirements. Students in SDUHSD's Adult High School should continue to use the CAHSEE through their district and the GED subject tests towards their diploma, but should also give their students the option of using competency exams or the college placement test for graduation. By offering all options within all programs, we can support better transitions and pathways to ensure student success.

Also, and in specific, the COMPASS (or appropriate college placement test) must be used by all programs because it is a great way to encourage students in all Adult High School programs to matriculate to college. Allowing students in all programs to take the placement test to fulfill their high school graduation needs can create an important pathway for students. All students in all programs, including students in comprehensive high school programs, should have this as an option for fulfilling the requirements for testing and earning a diploma.

Once again, and as mentioned above in "Placement and Testing Services," graduation requirements in all programs can be more easily accessed and can be made more equitable if testing services are extended to each of the Adult High School programs.

Finally, all programs within the consortium should work on creating common rubrics for applying the testing tools, results, and placement metric used by partner programs within the consortium. This would benefit students as they moved from one program to the next and would prevent the programs from having to needlessly test and re-test new students. More information on this can be found in Objective 5.

## **VIII. Technology & Site Resources**

The best way to ensure alignment and integration for all programs of Adult High School and/or basic education is to use tools that can be accessed by students in all programs and with varying learning styles and needs.

Many forms of technology are needed in order for all programs to integrate and align. Some examples of this are dedicated computer classrooms with up-to-date software for all sites. Common software programs and course management programs so students transition between programs, modes of delivery, etc. will be able to do this more seamlessly. A model of online education, similar to the OEI (Online Education Initiative) for community colleges, could also work for adult education programs and students.

Technology preparation and use is an important area where adult education can work to improve and to provide pathways for student into higher education, the workforce, etc. Therefore, students in all programs should be made more aware of the technology and resources in each program so that they may choose the program that is best for them. If students are lacking in computer skills and use of technology, they can be directed to the program that has noncredit courses for this skill. If students present with a high level of proficiency in the use of technology, they should be given access to the classes and programs that cater to the style of learning.

Finally, when it comes to technology, both programs need to have access to not only GED preparation courses within adult education, but GED testing at a site located within the consortium region.

#### **IX. Program Partners & Sites**

In order to align and better integrate adult education into the communities that they serve, both programs need to be able to offer courses with additional partners and at additional sites.

Consortium members might consider offering adult education courses at additional sites such as: MiraCosta's campuses in Oceanside and San Elijo, and on the campuses of the other local high schools, middle schools, or elementary schools (where needs can be demonstrated) in the Oceanside, Carlsbad, and San Dieguito communities. Courses could be offered at local libraries or businesses within the community (again where the needs can be demonstrated).

While having a primary location for each program is important, all programs should have the resources they need to offer additional courses to their students and their communities. For example, MCCC'D's adult school could look at offering courses on the campuses of the continuation or comprehensive high schools in Carlsbad and Oceanside as well as on the Oceanside campuses of MCCC'D; San Dieguito could look at the potential need for classes at all the comprehensive high schools in their district as well as on the San Elijo campus of MCCC'D. Finally, courses in adult education, especially in basic skills areas such as English and math, could be offered at local businesses and with companies who have determined that their current or future employees could benefit from adult education instruction.

## Transitional Strategies

In order to best transition our students between programs and into academic programs and jobs that are going to meet their needs, we must utilize and implement any and all current and future transitional programs with the goal of supporting student success.

### Current Transitional Strategies

- Taste of MiraCosta
- College Connections
- CTE Expo
- Experience MiraCosta
- Monthly college placement testing at the CLC
- First Year Experience

The above are some examples of transitional strategies that exist currently, however they do not address all of the Education Pathways defined previously. In order to better transition students to and from all programs, these programs must be expanded.

Additionally, existing programs like those above place the most emphasis on transitioning students from MCCC'D's AHS to MCCC'D's credit programs. These pathways are important and efforts are clearly indicative of the college's overall Institutional Goal of transitioning more students from noncredit to credit programs. However, these pathways also indicate that existing efforts need expansion to be more inclusive of all stakeholders in the district, and new programs and efforts aimed at pathways and transitions are needed to support the remaining Educational Pathways. In other words, in order to better meet the needs of the adult education learners across the district, more programs and more inclusive efforts are needed.

### Ideas for Future Transitional Strategies

- ***Noncredit Elementary and Secondary Basic Skills courses at more community locations***

Offering Elementary and Secondary Basic Skills courses in both credit and noncredit at an increased number of locations would greatly benefit adult education students and increase their chances for success. Some direct benefits would be: noncredit/adult high school students taking courses on the credit campuses; credit students struggling in developmental courses having access to noncredit courses for additional remediation without negatively impacting Educational Plans or financial aid; credit and noncredit courses at locations within the community at other public school locations and/or at local businesses where adult learners might have a greater ability to attend the classes; noncredit and credit courses at locations and time that could be paired with Short-Term CTE courses and programs.

- ***Increased access to testing services***

Increasing frequency and access to testing services for all students in all programs and on all campuses would greatly assist students in their transition efforts.

- ***Matriculation events for students in all noncredit programs***

Matriculations events are currently offered to local high school students at comprehensive high schools throughout the consortium area. However, no matriculation events currently take place for adult education students enrolled at either MiraCosta College's AHS or at SDUHSD's Adult High School. Adult education students need the same dedicated time and services for matriculation that are offered to

other high school students. With a dedicated AB 86 Events Budget, these events would greatly support all pathways and transitions.

- ***Formal collaboration efforts between noncredit, credit and K-12 programs***

Currently, noncredit programs and credit basic skills and CTE programs and faculty are only informally and/or sporadically collaborative. Additionally, the larger body of faculty and staff have limited knowledge and/or use of noncredit courses and programs. In an effort to better serve students in all programs, and especially adult education students, collaborative efforts should be enhanced and formalized. Students served by this collaboration would include, but are not limited to, noncredit students interested in dual enrollments in credit courses, credit students interested in tuition free remedial courses, CTE students needing support in basic skills areas, etc.

- ***The Baltimore Model – Learning Communities to support student success (ENG 52)***

Beginning in Fall -15, the Letter, Pre-Transfer department will begin offered English 52. This course follows the ALP model, which seems to work because (1) the same instructor teaches both ENGL 100 and ENGL 52, (2) developmental writers work with and are exposed to stronger writers who place directly into transfer-level English, (3) ENGL 52 maintains a small class size so students receive the one-on-one support needed to be successful in ENGL 100—this support includes scaffolding, addressing affective issues, community building, reinforcing concepts taught in ENGL 100, and teaching reading/writing strategies, all of which are vital pieces for developmental writers and readers.

This course is ideal for encouraging transition for noncredit students because the format of the class, the number of instructional hours, and the pedagogical strategies are similar to those given to noncredit students in noncredit programs.

- ***Mathematics Summer Bridge Program***

The Bridge to Success in Mathematics (BTSM) is a pilot program started at MiraCosta College in summer 2014. The purpose of the program is to give intensive and in-depth review sessions for students who placed lower on a math placement test than they want. After 5-8 days of review with a math instructor and additional practice time with instructional aides, the student will re-take the placement test and hope to progress more quickly through the sequence of math courses. Initial data indicates nearly 100% of participants who retake the placement test score at least one level higher.

We envision using this program with non-credit students who come from high school with enough credits but no mastery of the subjects. The BTSM would allow them to have a quick review and preparation that is specifically targeted to key topics necessary for success in future courses.

- ***Noncredit Counselor Workshops***

Counselors that serve all noncredit programs are needed so that they may provide workshops to ALL stakeholders that will educate students on the pathways for transition that are available to them. For example, counselors can present workshops to ESL students who want to transfer to adult education, higher education, or CTE programs. They can go into the community and present to groups of people who are not yet in a program. They could go to basic skill students and present to them about pathways and transition programs. Some of these workshops are being done currently, but an increase in the delivery of this important information is needed.

- ***Training for Noncredit Support Staff***

The support staff in noncredit programs are often the first faces new students see, or the first live persons a student will speak to, and therefore they are a critical component to the goals of the AB 86 project. Training for these staff members will be critical to ensuring that student receive the welcome they need, the correct and evolving information about programs and services as they are enhanced, and that all transitions, pathways, and goals are supported.

### ***Final Recommendations:***

- ***Subcommittees for the Adult Education Consortium***

As stated earlier in this report, the CNCAEC should be continued. However, in addition to this, subcommittees dedicated to supporting integration and transition efforts should be created.

First, a curriculum subcommittee could be formed to ensure that all stakeholders and providers are aware of curricular needs/changes that could impact others. For example, local district Carlsbad Unified is transitioning to a new program of graduation requirements for their seniors and it is important for the adult schools and local colleges to understand the changes so that they can anticipate the impact of the change on the numbers of students using adult education and basic skills courses for credit recovery, remediation, etc. This consortium would allow the adult schools and colleges to be proactive in this change, rather than reactive, which would in turn allow them to better serve students and the community. The consortium and the curriculum subcommittee would need to contain people from all adult schools, faculty in both credit and noncredit programs, staff and administrators.

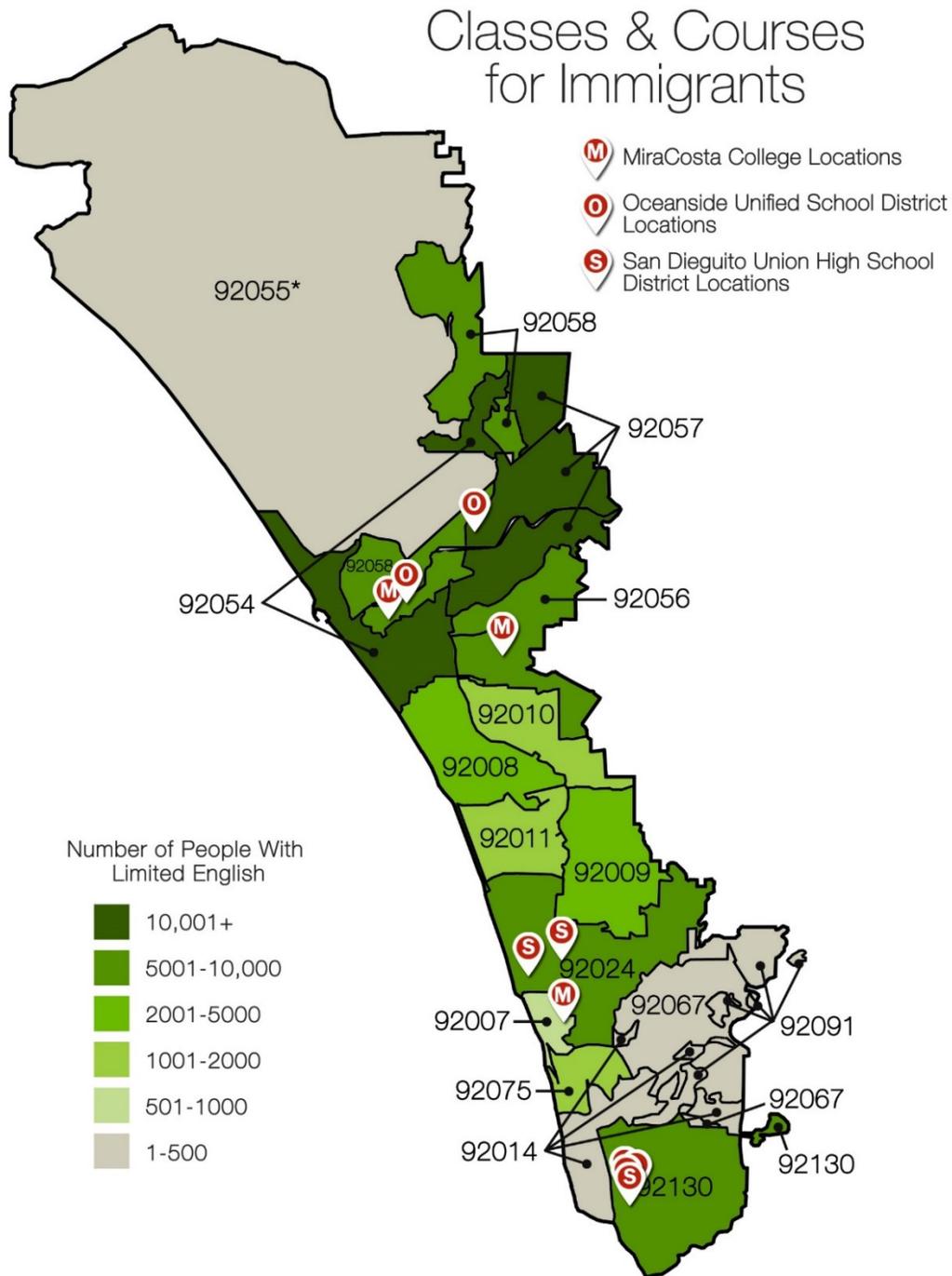
Another subcommittee should be dedicated to workforce needs and CTE programs. For example, in order for adult education providers and the community college to respond to the needs identified in the BW report, specific businesses must come forward to ask for help and create programs and courses that will meet the needs of the companies and their employees.

Member of the consortium could work on an ongoing basis to pool resources, collaborate on projects, and keep all stakeholders abreast of programs and services being worked on and within to increase the success of adult education in all areas.

Finally, and perhaps most importantly, this ongoing consortium would need a subcommittee dedicated to professional development. This committee would be tasked with identifying, providing, and in all ways supporting the professional development opportunities that are needed to really make adult education as successful, inclusive, and collaborative as possible.

## Classes and Courses for Immigrants

The chart below depicts to locations of all Classes and Courses for Immigrants Programs currently being offered in the consortium, along with the density of populations who are in need of these services by zip code.



\*This area represents Camp Pendleton, and while this area is not specifically assigned as a part of the CNCAEC, our programs and services are often accessed by these students.

## **Educational Pathways:**

A variety of Educational Pathways should exist, to ensure students within the region can seamlessly transition from one program to the next:

1. The community to credit and Noncredit ESL programs
2. OUSD, SDAS, and CUSD to noncredit and credit MCCCCD (ESL)
3. OUSD, SDAS, and CUSD to ABE and/or Adult High School
4. OUSD, SDAS, CUSD to credit MCCCCD (CTE and BS)
5. OUSD, SDAS, and CUSD to credit MCCCCD (certificate and degree programs)
6. Noncredit MCCCCD to OUSD, SDAS, and CUSD
7. Noncredit MCCCCD to ABE and/or Adult High School
8. Noncredit MCCCCD to credit MCCCCD (ESL) and (CTE and BS)
9. Noncredit MCCCCD to not-for-credit MiraCosta Community Service's work skills programs.
10. Not-for-credit MCCCCD Community Services to credit (CTE)
11. OUSD, SDAS, CUSD and MCCCCD to apprenticeship programs
12. OUSD, SDAS, CUSD and MCCCCD \to workforce
13. Credit MCCCCD (ESL) to CTE programs
14. Credit MCCCCD (ESL) acquiring degrees
15. Credit MCCCCD (ESL) to four-year universities

In order to integrate the varying programs throughout the consortium area, and to create seamless transitions to other programs and opportunities for adult education students in the area of Classes and Courses for Immigrants, the following must be addressed:

### **I. Placement and Testing Services**

Oceanside Unified School District, San Dieguito Adult School, and the MiraCosta College noncredit and not-for-credit programs all use the CASAS placement instrument to determine a student's placement level. This test, used across the state in ESL programs, provides agreed upon scaled scores. If/when MCCCCD starts to offer classes to CUSD, CASAS will be also used there as the placement instrument.

### **II. Counseling**

Helping students transition from Noncredit ESL to credit academic and career courses is one of MCCCCD's strategic institutional goals, and maintaining counseling and academic advising support is a priority. Counselors help students identify pathways to higher education during the education planning process, and meet individually with all Level 7 ESL students to discuss academic and career plans. The MiraCosta College Foundation offers scholarships to support students' transition to MCCCCD credit programs. Counselors provide a variety of workshops, during and after class, on topics such as financial aid, academic success skills, and academic/career programs. This invaluable service will be also extended to ESL students at OUSD, CUSD, and SDUHSD.

### **III. Faculty**

Each program should have full-time faculty. This will ensure the success of the ESL faction of the consortium because faculty members will be able to devote the time necessary to staying current and the running of the program.

#### **IV. Support Services**

It is a well-documented fact that for students to be successful, counseling and support services need to be available. Students in MCCCC's Noncredit ESL (NCESL) program have access to two full-time counselors at the CLC. Students may visit the counseling office at any time, but the interaction between student and counselor becomes more deliberate and consistent once the student has entered Level 7, NCESL's bridging class. At this point, both noncredit and credit counselors visit the students to inform them about their many options after Level 7. They also offer personal, academic, and career counseling. In addition to these counseling services, NCESL students also have access to free academic tutoring and several have writing consultants in the classroom to enforce the skills that are being taught.

Additional services, such as financial aid, Extended Opportunity Programs and Services, health services, and service learning must be expanded to allow students in all programs to have greater access. Student ambassadors, who are currently assigned to the CLC, could also provide peer support to students in all programs. These services need to be extended to OUSD and SDUHSD as well.

#### **V. Curriculum and Delivery**

Consortium members will collaborate to define and adopt appropriate contextualized curriculum for its students, with the goal of enabling smooth transitions between programs in its region. Updated materials for OUSD and SDUHSD also need to be chosen and purchased for improved instruction. After the purchase of the new materials, teaching staff will be properly trained to use them. Moving forward, frequent staff development will be required of all teachers.

#### **VI. Progress Indicators and Outcomes**

With the knowledge of their ESL level, students need to have the ability to track their progress along their individualized course based on their personal goals. A regionally generated course map will provide each student a clear picture of his/her status and progress as well as the next steps toward his/her student specific goals. A degree audit system for noncredit programs is needed.

#### **VII. Assessments & Graduation Requirements**

As consortium members continue to work together, one goal is to align certificates. During the following quarters of reporting this year and throughout next year, consortium members will discuss the possibility of creating Certificates of Completion that might translate across regional agencies with equivalency.

#### **VIII. Technology & Site Resources**

Use of technology and training for using such resources is critical to aligning and integrating all ESL programs in the consortium. Use of classroom technologies, such as computers, clickers, keyboard, and Blackboard should be available in all programs. In addition, OTAN training and mentorship of new faculty would enhance each programs' ability to use technology and related resources to enhance student success.

## **IX. Program Partners & Sites**

In order to align and better integrate ESL education into the communities that they serve, all programs need to be able to offer courses with additional partners and at additional sites.

Consortium members might consider expanding the offering of ESL education at other elementary and middle school sites in the district. Courses could also be offered at local libraries or businesses based on the needs of the community. It is important for each district to have a central location, but we feel that it is equally important that programs are able to offer classes within the various communities where the students are. OUSD currently offers ESL classes on the campuses of various district elementary school campuses. Following this example, MCCCCD's Noncredit ESL could offer classes on various Carlsbad unified School District's campuses. San Dieguito could look at the possibility of offering ESL classes at all the elementary and middle schools in their district as well as on the San Elijo campus of MCCCCD. Lastly, ESL courses could be offered at local businesses and companies that have determined that their current or future employees could benefit from ESL instruction.

## **Transitional Strategies**

In order to best transition our students between programs and into academic programs and jobs that are going to meet their needs, we must utilize and implement any and all current and future transitional programs with the goal of supporting student success.

### **Current Transitional Strategies**

The following are some examples of the programs that exist currently, however they do not address all of the Education Pathways.

- College Connections
- CTE Expo
- Career Goals in the classroom in collaboration with the Career Studies and Services Department
- Career Counseling

### **Ideas for Future Transitional Strategies**

- ***More transition efforts between programs to other noncredit programs (AHS & CTE)***

Currently, adult students in Noncredit ESL programs at MiraCosta College have clear transition paths to the AHS and credit courses in ESL, as well as and other departments at MiraCosta College. One goal of consortium members is to ensure that adult students in ESL programs in the OUSD, the CUSD, and the SDAS are able to make transitions from Noncredit ESL programs to other noncredit credit programs (AHS or CTE), credit programs, or employment pathways

- ***Communication paths among consortium participants and higher education institutions***

Collaboration among staff including teaching and guidance. Regular meetings between agency administration and faculty will ensure the elimination of potential transition snags and enable further transition efficiency.

- ***Defined and articulated pathways to postsecondary education or the workforce***

As detailed in the regional course map, and encouraged by staff and strategies, students will move on the defined path as determined by individual postsecondary and/or workforce goals.

Consortium members will continue to discuss strategies, in accordance with District policies with the goal of integrating students in OUSD, SDAS and CUSD programs into these transition strategies.

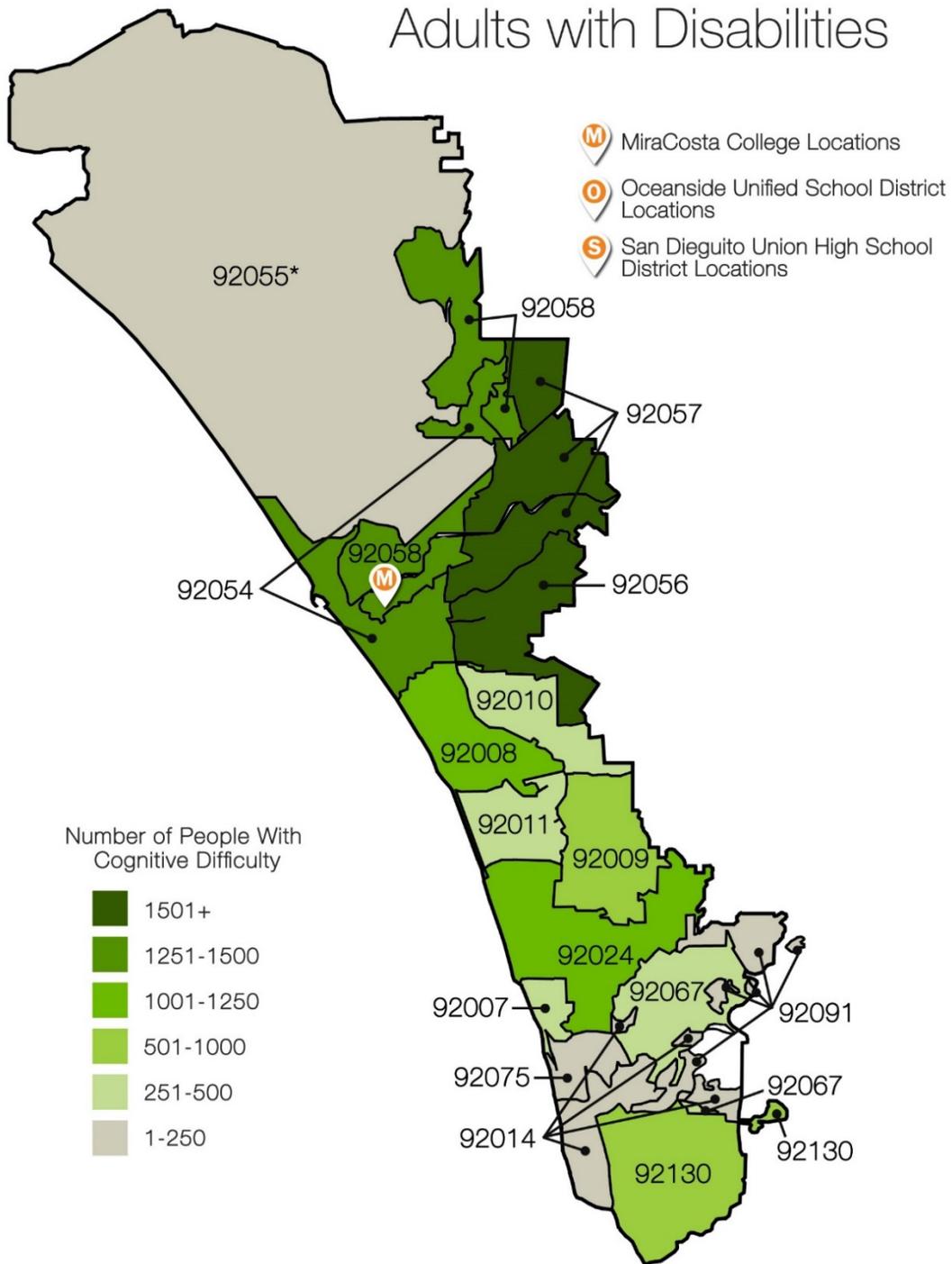
- ***Promotion of Credit ESL courses, and/or credit courses with a multilingual emphasis, to all adult education students***

MiraCosta College has a series of credit ESL courses that are designed for non-native speakers of English in addition to two sections of English 100 for the multilingual student that are offered each semester. These courses are ideal for students coming from adult education programs who can have unique linguistic needs. Collaboration between credit ESL and all adult education programs to encourage more students to enroll in these courses would great help transition students between adult education and the college.



## Adults with Disabilities

The chart below depicts to location of the single Adults with Disabilities program currently being offered in the consortium, along with the density of populations who are in need of these services by zip code.



\*This area represents Camp Pendleton, and while this area is not specifically assigned as a part of the CNCAEC, our programs and services are often accessed by these students.

## **Educational Pathways:**

A variety of Educational Pathways should exist, to ensure students within the region can seamlessly transition from one program to the next:

1. The community to MCCC'D's AwD Course
2. CUSD, OUSD and SDUHSD to MCCC'D's AwD Course
3. SDRC day programs to MCCC'D's AwD Course

### **Pathways envisioned from Workability III, CLEAR Paths program and SDRC, proposed in Objective #5**

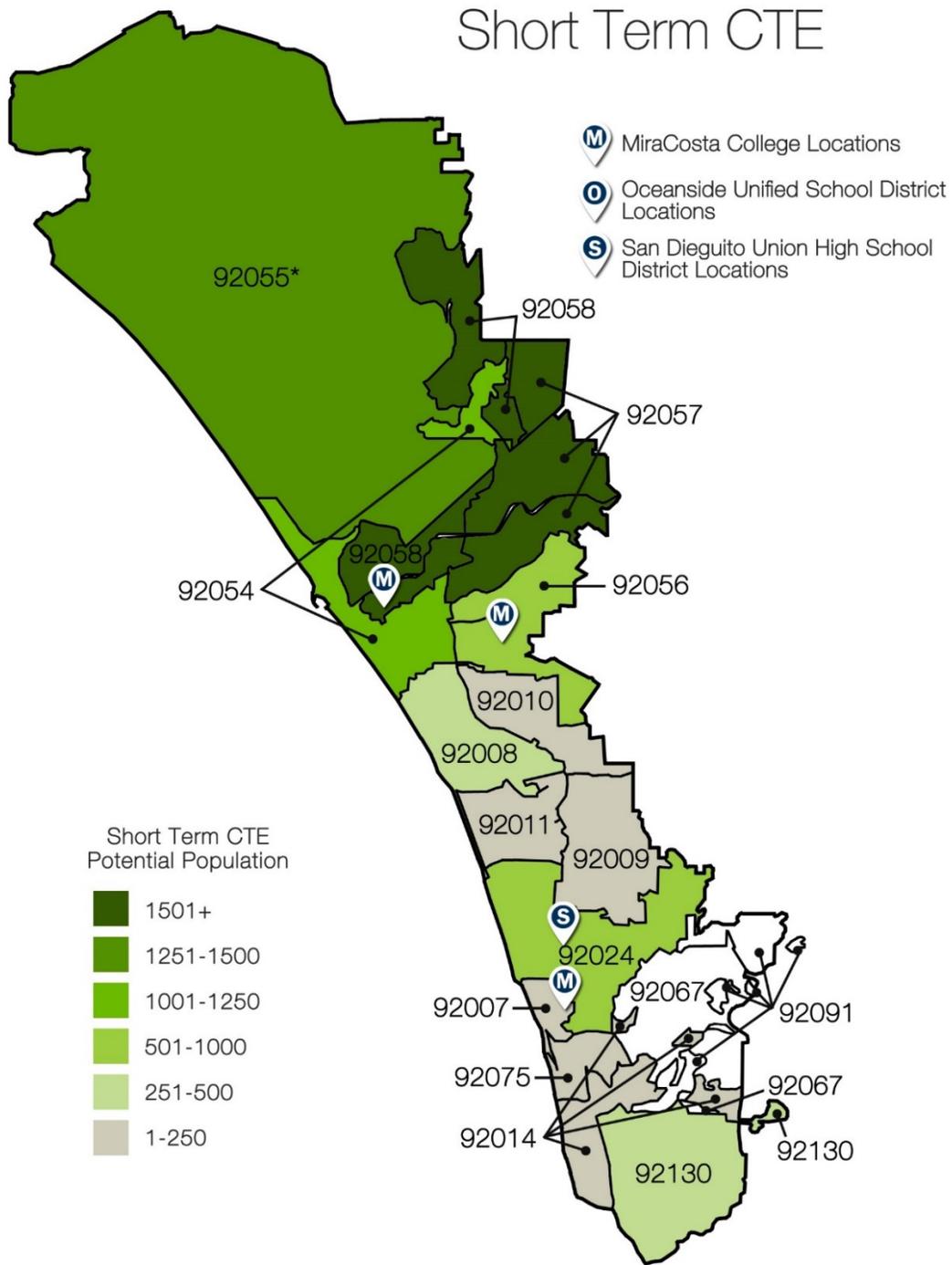
4. From Workability III to Unsubsidized Employment
5. From MCCC'D's AwD programs to noncredit CTE
6. From MCCC'D's AwD programs to CTE Programs & Certificates
7. From MCCC'D's AwD programs to Workforce
8. From SDRC Tailored Day Service Option to CLEAR Paths Program

## **Transitional Strategies**

As previously described, MCCC'D offers one course for AwD students which does not currently lead to any specified outcome. In order to better serve AwD students, programs are proposed in Objective 5 to improve services for all students with disabilities in the CNCAEC.

## Short-term Career Technical Education

The chart below depicts to locations of all Short-Term CTE Programs currently being offered in the consortium, along with the density of populations who are in need of these services by zip code.



\*This area represents Camp Pendleton, and while this area is not specifically assigned as a part of the CNCAEC, our programs and services are often accessed by these students.

## **Educational Pathways:**

A variety of Educational Pathways should exist, to ensure students within the region can seamlessly transition from one program to the next:

1. The community to CTE
2. Veterans to CTE
3. K-12 student to short term CTE
4. Adult High Schools student to CTE
5. ESL students to CTE
6. Incumbent Workers to CTE
7. CTE to other CTE programs
8. CTE to the Workforce
9. CTE to 2 year degree programs
10. CTE to 4 year degree programs

In order to integrate the varying programs throughout the consortium area, and to create seamless transitions to other programs and opportunities for adult education students in the area of Short-Term Career Technical Education, the following must be addressed:

### **I. Placement and Testing Services**

CASAS is an assessment tool being used in many CTE programs. Students who present with their CASAS results should be able to enter the program without reassessing.

### **II. Counseling**

Counselors in all adult education and K-12 programs should be equipped with information about the CTE programs in the region. They should stay abreast of the courses and programs being offered and should play a stronger role in educating students about their CTE options.

### **III. Faculty**

Faculty in all programs should also play a larger role in educating students on their CTE options.

### **IV. Support Services**

The most immediate support service need is in the area of counseling.

### **V. Curriculum and Delivery**

Tying K-12 coursework to courses and programs being offered in noncredit CTE, other K-12 programs, and through the CS&DB would immediately support transition efforts for student from and to all programs.

While nothing in particular is needed to better transition students from one noncredit CTE program to another, in the future new noncredit CTE courses should be written, and especially based on the workforce needs throughout the region.

Expanding on existing programs will include using high-school facilities within the district that feature CTE courses that align with career and degree pathways locally and abroad. Students attending schools within the district are enabled with the power of attending a "School" for courses with aides, with student buy-in, and with course completion. Courses

that do not have facility specific needs have opportunities to expand to structures such as Carlsbad, Oceanside, Rancho Santa Fe, Solana Beach, Encinitas, San Diego County 4s Ranch, and Del Mar Libraries for courses. Additional structures that meet needs of various CTE courses include the County Office of Education, MiraCosta College's new Technology Career Institute, and Industry Partners at businesses.

**VI. Progress Indicators and Outcomes**

Progress Indicators including: class work, homework, competency checkups, progress reports, certificates of progression (through a particular program of study), and certifications of completion are already being used in most programs. An outcome that might be aligned to improve or support transition would be in tracking the successful employment of program or course graduates.

**VII. Assessments & Graduation Requirements**

N/A

**VIII. Technology & Site Resources**

To maximize student success and to ensure that all adult learners have the opportunity to be successful, information about TCI and other programs to all students.

**IX. Program Partners & Sites**

Stronger partnerships need to be formed between all programs offering CTE courses in both noncredit and credit.

## Transitional Strategies

Transitional strategies in the area of CTE can be best supported through enhanced outreach and engagement efforts as well as exposing and informing adult education students of their employment opportunities and the resources and programs available to better prepare for those opportunities.

### Ideas for Future Transitional Strategies

- ***Career Pathways for Adult Education Students***

Current CTE programs will identify and develop career pathway (industry and occupational employment opportunities) information on those employment opportunities that are relevant to their specific CTE program. This information will include relevant information on education, experience and employment skills that are needed to be successful within that career pathway and additional programs or resources that are available to acquire the needed education, experience and employment skills. The career pathway information could also include relevant labor market information (wages, recent employment history, growth expectations, key employers in the region...), vignettes of individuals that have successfully moved into the pathway, and career navigation skills that are recommended for finding employment within that pathway.

- ***Noncredit Counselor Workshops***

Counselors who serve all noncredit programs are needed to offer workshops to ALL stakeholders that will educate students on the pathways for transition that are available to them. For example, counselors might present workshops to ESL students who want to transfer to adult education, higher education, or CTE programs. They could go into the community and present to groups of people who have yet to enter any program. These counselors might make presentations to basic skill students to present pathways

and transition programs to further the student's career. A few of these workshops currently exist, but an increase in the delivery mode and in the locations of this significant information is needed.

- ***Engaging CTE Instructors as Speakers***

ESL students, Basic Skills students and Adult High School students often feel daunted by the idea of moving into CTE programs that appear much harder and technical than they are accustomed to. By asking our CTE instructors to serve as guest speakers for the above mentioned programs, students have the opportunity to become comfortable with the instructor and to learn about the programs offered through short term CTE. This approach would also allow students to ask questions to someone who is the most knowledgeable about the program.

- ***Integration and Contextualization in preparation for CTE Programs***

We have begun to see a great benefit to students by offering a month-long remedial course prior to entrance into most CTE programs. Remedial education focuses on math, reading comprehension, computer, and study skills preparation. These topics are covered with the CTE program requirements in mind. This model of education can be adapted to Students in the adult high school and the basic skills programs. We would see a higher success rate and easier transition into CTE program if a combination of integrated instruction and contextualized basic skills instruction were taught. Basic skills would be taught against the larger context of the career programs students are pursuing. More resources need to be devoted to the instructors engaging in planning to develop contextualized basic skills curriculum that aligns with the technical content.

- ***Transition Education CTE – Credit Programs***

CTE programs that are short require strong connections with longer-term educational pathways to encourage student progression; otherwise, students may exit with only short term certificates that may provide only limited benefit in the labor market. However, most short term CTE students do not know what educational opportunity exists beyond the CTE program. A work skills navigator is needed to work with students while in short term CTE programs to design with the students a long-term educational plan. This plan would help students understand not only the pathway that leads to greater employment growth, but also shows them steps/processes involved to get there. Students will feel more prepared for the “next step” in their educational advancement while working in a job.

- ***Readiness criteria***

As part of the process of assessing pathways and transition points, it is necessary to consider the readiness of students who completed the CTE course. Are they academically prepared to continue in career-technical programs beyond short-term certificates? What supports might they need to succeed? To accomplish this, we will need individuals who can consult with faculty who are teaching the “next step” courses to ensure that CTE program completers have gained the skills and knowledge needed to be ready for credit coursework. This consideration is particularly important to help low-skilled students complete longer-term certificates and degrees.

- ***Planning time***

Program leaders and instructors teaching CTE courses know that planning is a critical but often overlooked component of creating transition plans. Given that integrated transition interventions can be challenging to implement, it is important to incorporate adequate planning time for instructors. For interventions with more flexible approaches to instruction, in which instructors are not spending time together in the classroom, joint planning is likely to be even more important.

## Programs for Apprenticeships

Although there are no programs for Apprenticeships being offered within the consortium region, this should not prevent the adult education programs from providing information about local apprenticeship programs to their students. This is especially important in light of the BW findings which indicated that local employers prefer employees who have some job related experiences or training.

According to the State of California: Department of Industrial Relations, apprenticeship programs in San Diego County can be found in 120 areas, including but not limited to the following:

Acoustical Installer	Carpet, Linoleum & Resilient	Environmental Hazardous
Air Conditioning and	Floor Layer	Material Emergency
Refrigeration Mechanic	Cement Mason,	Operator
Arson and Bomb Investigator	Construction Craft Laborer	Fire Fighter/Officer/Medic
Barber	Construction Equipment	Landscape and Irrigation
Boilermaker	Operator	Millwright
Bricklayer/Stonemason	Cosmetologist	Painting
Bridge, Structural,	Dredge Operator	Plumbing
Ornamental and Reinforcing	Drywall Finisher	Roofing
Ironworker,	Electrician	Sheet Metal
Building Construction	Electronic Systems	Tile
Inspector,	Technician	Weatherization Installer &
Cabinetmaker	Elevator Constructor	Technician
Carpenter	EMT	

[http://www.dir.ca.gov/databases/das/results\\_aiglist.asp?varCounty=SAN+DIEGO&varType=%25&Submit=Search&offset=0](http://www.dir.ca.gov/databases/das/results_aiglist.asp?varCounty=SAN+DIEGO&varType=%25&Submit=Search&offset=0)

In addition to this, local apprenticeship programs offered through other consortium include, but are not limited to,:

- **Anaheim USD** – Firefighting, Bricklaying, Plastering, and Sheet Metal
- **Palomar CCD** – Electrical Training, Carpenter Training and Sheet Metal
- **San Diego CCD** – Construction Trades, Electrical HVAC, Pipefitting, Plumbing, Sheet Metal, Heating, Communications, Machine Technology, Roofing, Plumbing, Lineman, Mill Machines and Other Technical Trades.

## Transitional Strategies

In order to best transition our students from our established programs to apprenticeship opportunities outside of the consortium area, we must implement programs and campaigns for improving awareness of the surrounding resources.

### Ideas for Future Transitional Strategies

- **More information to students about surrounding apprenticeship programs**

Although we do not currently offer opportunities for apprenticeship within our consortium area, we need to provide this information to our students. The Works Skills Navigator in collaboration with

the Student Services Liaison could work to implement programs and materials aimed at educating students on the opportunities that do exist.

- ***Creating Apprenticeship programs for the consortium in areas of need***

This is an area where the consortium need to grow. Future research needs to be done to understand programs that we might develop and offer and that would meet the needs of the adult education programs in the consortium, as well as business and employer needs within the region.

- ***Noncredit Counselor Workshops***

Counselors who serve all noncredit programs are needed to offer workshops to ALL stakeholders that will educate students on the pathways for apprenticeships that are available to them. r

**Table 3.1**

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

Table 3.1 – Implementation Strategies to Create Pathways, System Alignment and Articulation Among Consortium Participants						
Transition to be Address	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (Specific)	Methods of Assessment	Timeline
Continuation of AB 86 Consortium & Leadership Team	Continued collaboration between all partners and for all workgroups	Funding to provide release time to up to 16 workgroup members and 4 administrators	1600 hours per term; about \$100,000	MCCCD as grant facilitator	Student Surveys	Within 1 year
AB 86 Grant Coordinator	Maintain a communication plan, monitor the budget and facilitation meetings	Classified Staff Position (11 month, 40 hr/wk, range 25)	\$58,700 (salary), \$21,000 (health benefits), \$12,600 other benefits Total: \$92,300	MCCCD as grant facilitator	Work Performance evaluation performed by a member of the leadership team	Within 1 year
AB 86 Administrative Assistant	Support for AB 86 the Leadership Team, researchers, Marketing and Communications Director, workgroups, etc.	Classified Staff Position (11 month, 28 hr/wk, range 15)	\$41,100 (salary), \$21,000 (health benefits), \$8,900 other benefits Total: \$71,000	MCCCD as grant facilitator	Work Performance evaluation performed by a member of the leadership team	Within 1 year
AB 86 Research Analyst	Grant specific researcher to collect data that will support planning, implementation and assessment of all AB 86 projects & efforts	Classified Staff Position (11 month, 40 hr/wk, range 37)	\$82,500 (salary), \$21,000 (health benefits), \$19,400 other benefits Total: \$122,900	MCCCD as grant facilitator	Work Performance evaluation performed by a member of the leadership team	1 year
Research Firm	Workforce & Economic Development research to support AB 86 projects & efforts	Contracted research firm	\$85,000	MCCCD as grant facilitator	Service evaluation performed by a member of the leadership team	annual
AB 86 Student Services Specialist – Work Skills Navigator	Support for CTE programs	Classified Staff Position (11 month, 40 hr/wk, range 20)	\$50,500 (salary), \$21,000 (health benefits), \$10,800 other benefits Total: \$82,300	MCCCD as grant facilitator	Work Performance evaluation performed by a member of the leadership team	Within 1 year

Transition to be Address	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (Specific)	Methods of Assessment	Timeline
AB 86 Student Services Liaison	Support Services are in need of a person that is a point of contact for student activities and support services. There are similar positions for credit students, but someone managing support and student services while making data driven decisions is necessary for non-credit students. This person would work collaboratively with all partners, programs, and service provider's through the consortium to ensure equitable student services to all students and programs.	Classified Staff Position (11 month, 40 hr/wk, range 25)	\$58,700 (salary), \$21,000 (health benefits), \$12,600 other benefits Total: \$92,300	MCCCD as grant facilitator	Student questionnaires will be circulated and results analyzed to see that students know what services and activities are available to them, and know who to go to (director) in order to get information and direction.	Within 1 year
AB 86 Marking & Communications Director	This person would create and implement the consortium's community relations, marketing, and communication's programs, including public affairs	Classified Staff Position (12 month, 40 hr/wk, range 30)	\$73,500 (salary), \$21,000 (health benefits), \$15,800 other benefits Total: \$110,300	MCCCD as grant facilitator	Enrollment data	Within 1 year
AB 86 Events budget	Events designed to promote awareness of all programs and educational pathways for adult students. Events such as Career Technical Education Expos and Matriculation Events	Promotional materials, such as brochures, flyers, etc., as well as food and prize, transportation, speakers, etc.	\$40,000	All partners	Student satisfaction surveys on events.	Within 1 year
Placement and Testing Services (integration) is needed to provide appropriate services to students.	Integrate placement and testing services to allow all 4 current options to be available to any student (CAHSEE, EA, MDPT, competency tests, & GED)	Testing Coordinator (12 month, 18 hr/wk, range 25)	\$28,700 (salary), plus \$6,200 other benefits Total: \$34,900	MCCCD	After implementation, data is analyzed to see which areas are working effectively and which areas could be modified to provide equitable access to all students	Within 1 year

Transition to be Address	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (Specific)	Methods of Assessment	Timeline
Counseling deficiencies are causing serious problems within all the district's Adult Education programs	Adult High School, ESL programs, AwD and CTE programs throughout the region are in need of added or increased counseling to ensure collaboration between all programs, better support students, and to provide equitable counseling services for students through the consortium.	Counseling 1 Full time for SDUHSD  Part time counseling hours for OUSD  Increasing counseling hours for MCCC	\$85,000 including salary and benefits  10 hrs/week @ \$42.00/hr plus benefits (11 mos) Total: \$23,000  \$46,000	SDUHSD  OUSD  MCCC	Once hired, the number of student visits can be recorded and data analyzed to confirm the effectiveness of these positions and the programs and services provided	Within 1 year
Technology and site resources for adult education programs	All programs should use similar technology to support student learning.	Software and/or computers for all programs	\$350,000	All partners	Technology use reports And student surveys	Within 1 year
Support Services are lacking in all adult education programs in OUSD and SDUHSD and are minimal at MCCC - more needs to be done to support students in both programs.	Secretarial support is needed for all SDUHSD adult education programs.  Additionally, funds for increased support services to students in adult education all programs are needed. Examples of support services need include, but are not limited to: Tutoring, Writing support, librarians, EOPS/CalWorks, DSPS, etc.	1. FT secretary (SDUHSD)  2. categorical funding	\$68,000 including salary and benefits  \$150,000	SDUHSD  All programs	Data will be analyzed demonstrating efficiency changes and effect on number of students in the program as well as student feedback about ability to receive necessary support.	Within 1 year
Full time faculty are needed for the adult education programs in the region where none are currently employed.	Full time faculty are needed to run effective adult education programs. These faculty can work on curriculum, collaboration, pathways and more. Faculty in programs where they would be the sole faculty member would also act as program coordinators.	1 full-time faculty, Math (SDUHSD – Adult High School) 1 full-time faculty, English (SDUHSD – Adult High School) 1 full time faculty, ESL  1 full-time faculty ESL (OUSD)	\$82,000 each, including salary and benefits – about \$246,000 total  \$85,000 including salary and benefits	SDUHSD  OUSD	Student evaluations, student success rates, etc.	Within 1 year

Transition to be Address	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (Specific)	Methods of Assessment	Timeline
Bridge to Success in Math – for noncredit students	This program is being used to help credit students test higher on the college placement test, the same program could be used for adult education student which to enter credit and CTE programs	Faculty coordinator for each sessions Room rentership funds Instructional aide/tutor	\$36,000	MCCCD	Improvement rates on the placement test, student tracking in the subsequent Math course	Within 1 year
Degree auditing	A computer application is needed to help all programs audit student courses and degrees on the same platform. This program would help students move from one program to the next more seamlessly	Degree Audit Computer program	TBD	MCCCD	TBD	Within 1 year
Instructional Materials for SDUHSD and OUSD programs	Due to budget cuts, the SDAS programs (AHS & ESL) and the OUSD ESL programs do not have the instructional materials needed to maintain equitable programs to the others in the consortium	Textbooks and other classroom materials	\$40,000 materials budget for AHS & ESL programs (initial set up costs)\$5,000/ year after \$28,000 for ESL (initial set up costs) \$5,000/ year after	SDUHSD  OUSD	Student Surveys	Within 1 year
CTE Computer program transitions, various options and levels of difficulty (basic-medium-difficult)	Assessing level of knowledge, lobby for students using handouts, add additional classes in computer related area.	Staff, Classrooms, handouts	\$ 7,100 (about 60 hours per term – faculty) \$900 appropriate benefits \$1000 per year for handouts Total: \$9,000	SDUHSD, MCCCD	Compare Syllabi and SLO's, Instructor's input, Counselors'	TBD
CTE Business Math programs transitioning to Accounting Dept.	Compare syllabi of Business Math courses in HS & MCCCD, make sure they cover the same basic facts to transition to Acct. dept. Address differences.	Staff to make comparisons, rework syllabi where adjustment is necessary.	\$ 3,000 (about 50 hours – faculty) \$370 appropriate benefits Total: \$3,370	El Camino HS, La Costa Canyon HS, Ocean Shores HS, Oceanside HS, Torrey Pines HS and MCCCD.	These programs are already Articulated into MCCCD Accounting Department.	TBD
ROP Photo Imaging course into Art Dept.	Consistency taught in HS & MCCCD.	Staff to make comparisons, rework syllabi where necessary.	\$ 900 (about 15 hours)\$110 benefits Total: \$1010	Canyon Crest Acad. and MCCCD.	Already Articulated.	TBD

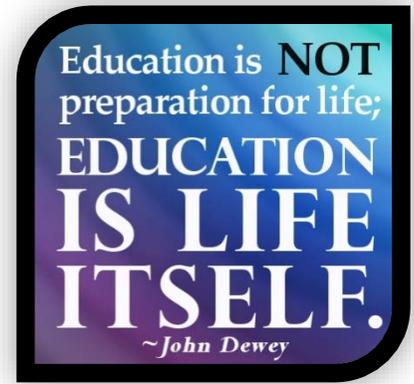
Transition to be Address	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (Specific)	Methods of Assessment	Timeline
Design/Architecture classes need to transition smoothly into various MCCCDES N classes.	Compare all Articulated classes syllabi, lobby students to various classes, handouts	Staff to make comparisons, rework syllabi where adjustment is necessary. handouts	\$ 3,000 (about 50 hours – faculty) \$370 benefits Total: \$3,370	El Camino HS, La Costa Canyon HS, San Dieguito Academy HS and MCCCDES.	These programs are already Articulated into MCCCDES Design Dept.	TBD
Automotive Technology	Compare all Articulated classes syllabi, lobby students to various classes, handouts	Staff to make comparisons, rework syllabi where necessary.	\$ 3,000 (about 50 hours – faculty) \$370 benefits Total: \$3,370	San Dieguito Academy, Torrey Pines High School	These programs are already Articulated into MCCCDES Automotive Dept.	TBD
Engaging Students in CTE courses through CTE Guest Speakers	Adult Education students need access to CTE instructors who can answer questions and improve awareness of CTE courses	Funds to engage Speakers	\$20,000 per year	MCCCDES	Student Surveys	Within 1 year
Integration and Contextualization in preparation for CTE programs	Remedial education focusing on math, reading comprehension, computer, and study skills preparation are needed. These topics should be covered with the CTE program requirements in mind.	Collaboration time between instructors in all programs, revised or new curriculum	\$ 7,100 (about 120 hours – faculty) \$900 benefits Total: \$8,000	All Partied	SLO assessments, student surveys, course/program success rates	Within 2 years
Transition Education CTE to Credit	CTE programs that are short require strong connections student progression	Work Skills Navigator Mentioned above	See Page 110, Line 5	MCCCDES	Transition and progression rates.	Within 1 year
Readiness Criteria	Resources are needed to assess Short-Term CTE students to determine if they are academically prepared to continue beyond short-term certificates	Funds for faculty collaboration on CTE outcomes in all CTE programs	See Objective 6 regarding professional development	MCCCDES	SLO assessments, student surveys, course/program success rates	Within 1 year
CTE Planning Time	Program leaders and instructors teaching CTE courses know that planning is a critical component to transition plans.	Funds for faculty collaboration on all CTE outcomes	See Objective 6	MCCCDES	SLO assessments, student surveys, course/program success rates	Within 1 year
Apprenticeship Programs	Because there are no apprenticeship programs in the region, information about options for students outside of the region must be compiled and share with AE students	Promotional materials	\$5,000	MCCCDES	Student surveys	Within 1 year



## Objective #4: Addressing the Gaps

Plans (to date) to address the gaps identified pursuant to Objectives #1 & #2 above.

To successfully address the gaps identified in the Coastal North County Consortium, a holistic approach will be utilized for all program areas.



1. Centralize outreach and recruitment materials for the consortium. This will include, but are not limited to both electronic and printed materials providing comprehensive information about all programs and pathways.
2. Expand outreach efforts by all consortium members to promote all options in the consortium area.
3. Bolster counseling and student support services in consortium area.
4. Expand course offerings as prioritized by the consortium Advisory Team. Decisions on types of courses and locations will be data driven and objective by utilizing a consortium developed rubric to determine priorities.
5. Utilize alternative delivery methods to reach underserved consortium areas.
6. Develop new and innovative special events that would allow students to explore various fields of study and provide opportunities for job shadowing.
7. Partner with local agencies to help address and mitigate barriers for students such as child care and transportation.
8. Centralize data or utilize a common data platform to consistently track information with the consortium area

Assessment tools and metrics that will be employed to track the successful implementation of the plans to address consortium gaps will include, but are not limited to:

1. Enrollment numbers for the consortium area (full-time equivalent)
2. Attendance records
3. Completion rates
4. Schedule of increased course offerings
5. Number of diplomas and certificates awarded, as well as transfer rates to various levels of post-secondary education
6. Service utilization numbers

The Coastal North County Consortium is dedicated to creating and enhancing programs and services that will serve the needs of the consortium area. By embracing accountability measures and implementing SMART actionable steps, the consortium will be better prepare students to reach not only their educational goals, but most importantly, gainful employment.

## Consortium Gaps

The GAPS identified below are those that have been identified by all the workgroups in the consortium. To increase student success, and pursuant to the needs and GAPS identified by Objectives 1 and 2 of this report, these GAPS must be addressed.

### ***GAP: Leadership, dedicated staff, and release time for faculty to continue the consortium work***

As stated in Objective 3, the continuation of this consortium and dedicated leadership positions, staff, and release time for working faculty are needed to ensure that the collaboration begun with AB 86 can be continued.

### ***GAP: Director of Communications and Marketing***

The BW report shows that there are a significant number of potential students in our district that are not being served. We believe that this may be due to insufficient outreach efforts, and that a dedicated Marketing and Communications Director with an Events Budget would effectively address this issue.

### ***GAP: Communications Plan***

Based on the needs data compiled for this report, and the programs identified as offering programs to adult learners in the region, it is clear that a larger Communications Plan is needed. There are programs that exist, but students do not know about them. The dedicated Marketing and Communications Director would ensure that information about all programs would get out to the community for the betterment of the learners in the region.

### ***GAP: Computer facilities for all program sites***

Computer classrooms and facilities at all of the adult education programs in the consortium are insufficient to serve the needs of adult students. At minimum, six new computer classrooms are needed: three at the CLC, one at SDUHSD's adult high school program and one for their ESL program, as well as one for OUSD's ESL program.

### ***GAP: GED Testing Site for all consortium programs***

While GED preparation is given to adult education students in the consortium area through the AHS programs, there is currently no GED testing center for the Coastal North County Adult Education Consortium. Based on the data and on the needs of the students within the consortium, it is critical that a GED testing center be put into place. A testing facility or location must be established.

### ***GAP: Testing Services for all program sites***

For adult education students, placement and testing, must equal, if not exceed, those provided to credit students in the community college. Currently, testing for adult education students is far too limited. Each program needs improved testing resources.

### ***GAP: Comprehensive Support Service Resources for all programs and sites***

Noncredit adult education students in all programs need better access to the more comprehensive support services given to college students. If the adult education students in all programs were allowed to access resources such as DSPS, EOPS, Cal Works, tutoring, writing consultants, etc., this would provide the students with a stronger connection to the college and encourage more students to see the pathways being provided to them.

***GAP: Classroom facilities and locations***

All of the workgroups identified classroom facilities and locations as a GAP. In an effort to meet more of the adult education's needs identified in this report, increasing the number of classrooms, and locations of classrooms for all programs is critical. To address this GAP, funds for room renter-ship, classroom renovations, and/or new facilities are needed.

***GAP: Transportation for all program sites***

Transportation to, and in between, campuses and programs is a tremendous barrier for adult education students. A better solution for student transportation issues is needed. Partnering with North County Transit District (NCTD), we could have a "Breeze" type bus shuttling students between the Oceanside Campus and the Community Learning Center. This is approximately a 15 minute trip, therefore if we budget for 25 minutes, then we could embark and disembark almost 3 times in one hour; over a two hour period, there would be 2-3 times that a person could catch a shuttle from one campus to the other. This integrates services for students wanting to take classes at either campus, for childcare services, or a more seamless integration of services for students.

As for the San Elijo Campus and Oceanside Campuses, these are approximately 30 minute trips, therefore if 45 minutes were budgeted, then students would have at least one trip per hour they could use to travel to the other campus. Parking is a major issue at the Oceanside campus, and without linking transportation between campuses, it is challenging for students to take courses at both campuses or utilize services. The route could pass through the San Dieguito High School area as it loops back to Oceanside Campus.

**COST:** Reported in the news, NCTD recently partnered with custom coach busses when the local Sprinter train had major brake problems. This cost was for 8 charter busses at about \$660,000 per month. Some of the bussing costs were offset by local, state, and federal incentives. These busses were running constantly from Oceanside to Escondido. Having 1 bus, not charter, would cost approximately \$20,000-30,000, and having a "Breeze" shuttle bus would cut that cost significantly. The estimated cost for transportation for a year, if this plan was implemented, would be about \$300,000-500,000. The estimated figure can be narrowed by further serious negotiations with NCTD, and better knowledge of federal and state transportation incentives.

***GAP: Child Care for all program sites***

In order to improve student attendance and increase the number of students who are taking advantage of programs available through Adult High School/Basic Skills, having childcare available at more than one location is vital. According to the current Faculty Director of the Child Care Center at the Oceanside campus, as well as the Department Chair, the CLC would be a good location for a child care center and has been the site of a toddler class in the past. With the transportation piece, students could bring their children to the CLC and catch busses to any of the other areas or stay at the CLC for the noncredit program there.

There are numerous restrictions for programs like a childcare center. The Director and Chair indicated there would be an opportunity to open a state preschool at the CLC, and create/maintain a similar program to the Child Care Center at the Oceanside Campus – one that is linked to instruction, not merely a student service. Restrictions for the 18 month to 3 years include a 4:1 ratio, and for the 3 years to 5 years, that ratio increases to 8:1. The area would need to have faculty or classified staff for the observation/supervision of the student workers. Also, the facility needs to have specific restroom facilities, space restrictions, and outdoor play-area space requirements.

COST: Based on current costs to the OC Child Care Center, we anticipate the costs for a new center would be around \$250,000 per year (including all staff, supervisors, and students). Space would be required and probably 2 large room areas with included restroom facilities. Renovation to the location would be required for these plumbing issues as well as outdoor play facilities – approximately \$200,000 (one time) is needed to make those renovations, retrofits, and upgrades. There would be some revenues, and it would still need to be discussed as to the hours. Should we desire to have evening child-care available – which is not currently done at the Oceanside Campus – then costs would increase. However, since the state pre-school that was available locally has closed, it may be possible to push for certification to become a new state pre-school. If our program is certified, there are state grant funds which would offset large portions of the costs.

This program would most likely not be free for students in our programs; some charges – even small – would be used to offset the program costs.

## Elementary and Secondary Basic Skills

The following additional GAPS have been identified by the Elementary and Secondary Basic Skills workgroup:

### ***GAP: MCCC Marketing Efforts & Enrollments***

The BW report shows that there are a significant number of potential students in our district that are not being served. We believe that this may be due to insufficient outreach efforts, and that a dedicated Marketing and Communications Director with an Events Budget would effectively address this issue.

### ***GAP: Curriculum and Delivery***

Curriculum development for all programs is needed. Instructors in these programs need to work with local businesses to identify needs and to create assignments in basic skills courses that will support the workforce needed. Additionally, hybrid and online courses for all noncredit courses need to be implemented to better meet the needs of adult education students who have transportation issues or who just wish to learn in this growing delivery mechanism. In order to address this GAP, release time for faculty on the AB 86 consortium groups, or through professional development funds, is needed.

### ***GAP: Course offerings and locations***

Currently AHS and noncredit basic skills courses are being offered exclusively at the Community Learning Center for MCCC and at Sunset High School for SDUHSD. Based on the number of students not being served, and the barriers of transportation and childcare faced by the students who could benefit from our program, we must begin offering classes at other/community and school sites throughout our consortium area, as well as the other campuses of MiraCosta College, OUSD, CUSD, and SDUHSD.

### ***GAP: Adequate funding for the San Dieguito Adult High School Diploma Program***

As mentioned previously in this report, the implementation of categorical flexibility forced adult education programs statewide to end the era of growth and improvement and enter a time of drastic cutbacks, closures, and stagnation. While staff members have worked to continue offering strong courses and an avenue towards a diploma for students in the community, there is no question that the constant cuts have been debilitating.

The HSD program is, at this point, unable to serve all students in need. During the 2013-2014 school year, all students interested in the Adult Diploma Program were offered the opportunity to enroll by paying a \$50 fee each semester. However, since many students are unable to pay the fee, the program has seen a decline in consistent participation. The end result inevitably is a rise in student frustration and a drop in attendance. Adequate funding is needed.

### ***GAP: An adequate Adult Basic Education Program for SDUHSD***

Possibly the most important gap at SDAS is the lack of adult transition programs to support students as they acquire the language skills needed to progress in their career, family, and personal goals. SDAS is in need of an adult basic skills program that would lead to the possibility of a high school diploma and other future career opportunities.

The current program San Dieguito Adult School offers includes core courses at the high school level. When a student enters the program without high school level academic skills, it is extremely difficult for the teachers to provide the instruction necessary to make up student

deficiencies. Such students usually need more academic support than is offered. Many would benefit from a basic skills program that would prepare them for the high school coursework. While many of these students need language support, a growing number of students who, at some point in their lives, qualified for special education services, also need basic academic skills. Within an independent study program, where students meet with their teachers just once a week, it is virtually impossible for a student needing more support to succeed.

***GAP: SDUHSD Adult High School Program Hours***

For the 2014-2015 school year, the district is looking at a number of possibilities for cutting costs to the high school diploma program. This has included asking teachers to limit their weekly hours, which will inevitably create a situation where students who want to be a part of the program will not find a time slot available to them. Prior to the implementation of categorical flexibility, the teachers within the program merely needed to make sure their curriculum was in place, and they were supporting their students sufficiently. Since 2009, each year, the teachers have been asked to cut back; consequently, they do not have the program hours they need to best serve students and to ensure student success. An increase in classes and program hours is needed.

***GAP: SDUHSD Adult High School's Term Length***

Prior to the change in funding, the Adult High School was offered in the summer, as well as in fall and spring. While not all students chose to participate, it was great for those students who were motivated to complete work, and/or had a deadline under which they were working (admission to a school or program). A summer semester has not been offered since 2008. An increase in term length is needed.

***GAP: SDUHSD Adult High School Program Curriculum and Materials***

The evidence is clear that the Adult High School Diploma has existed on a "shoe-string budget" over the past few years. Zero dollars have been spent on curriculum and materials in over five years. As a result of having no budget for books or supplies, at times the staff must delay a student's course due to lack of books. Revised curriculum and a materials budget are needed.

## Classes and Courses for Immigrants

The following GAPS have been identified by the Classes and Courses for Immigrants workgroup:

### ***GAP: MCCCDC Noncredit ESL Course Offerings and Locations***

Currently Noncredit ESL courses are being offered exclusively at the Community Learning Center for MCCCDC. Based on the number of students not being served, and the barriers of transportation and childcare faced by the students who could benefit from our program, we would like to look at the possibility of once more offering classes at other/community and school sites throughout our consortium area, as well as the other campuses of MiraCosta College and CUSD.

### ***GAP: MCCCDC Marketing Efforts & Enrollments***

The BW report shows that there are a significant number of potential students in our district that are not being served. We believe that this may be due to insufficient outreach efforts, and that a dedicated Marketing and Communications Director with an Events Budget would effectively address this issue.

### ***GAP: MCCCDC Noncredit ESL Curriculum and Delivery***

Curriculum development would be beneficial. In order to better prepare our students for their credit classes, more instruction in reading and writing is needed. We would like to add such skill-specific courses to our curriculum. Additionally, we recently piloted hybrid courses for two of our Noncredit ESL courses. We feel that more hybrid offerings would better meet the needs of adult education students who have time and transportation issues or who just wish to learn in this growing delivery mechanism. Finally, the expansion, or updating, of our VESL course to better align with research from the BW report would also be beneficial.

### ***GAP: OUSD ESL/ EL Civics Classroom Hours***

The enrollment decreases in OUSD's ESL classes are a direct consequence of the numerous modifications forced by budget constraints. Before the 2008-2009 flexibility, OUSD's program offered 14 ESL/EL Civic classes, which served most of the population in the district. Currently the program offers 3 classes: (1) morning class meets 4-day 12 hours/week; (2) night classes meet 2-nights 6 hours/week. These extreme cuts to a program that was once in nearly every elementary school in the district, makes impossible the mission of offering English immersion. Students, who once could walk to their ESL class in their nearby neighborhoods, now must drive a great distance to attend classes.

### ***GAP: OUSD ESL/ EL Civics Length of Term***

The length of the school year continues to be from the beginning of September through end of May. OUSD has only had (1) summer term, but due to no monies for the program year, the summer term has been discontinued. The longer summer break results in less language retention and makes the program less efficient than it once was. A summer term is necessary for the program to effectively ensure student progress.

### ***GAP: OUSD ESL/ EL Civics Number of Classes***

Also hindering the efficiency is the lack of tiered language level classes due to the overall decrease in number of classes offered. Without classes with level appropriate instruction and materials, the learning process is slowed.

***GAP: OUSD ESL/ EL Civics Program Curriculum and Materials***

Other GAPS in the program at OUSD include the lack of new materials, professional development, and updated technology. Before 2009, the WIA II federal grant offered the possibility of necessary developments and updates to the educational program but the role of these monies took on a more critical role after OUSD was forced to redistribute previously delegated state funds to other programs. Again, the budget as it stands cannot support rich and diverse curriculum and instructional practices and thus impeded the potential pace of learning that would otherwise accompany our efforts.

***GAP: OUSD Vocational ESL***

To better prepare students entering the workforce, a Vocational (VESL) class would support OUSD's existing EL Civics curriculum with workforce readiness skills for students entering today's job market. VESL modules already in place at MCCCDC can be adapted to suit the population around the region.

***GAP: SDUHSD ESL Classroom Hours***

The enrollment decrease is a direct consequence of the numerous modifications forced by budget constraints. Many of the ESL classes that met for twelve hours a week before the district instituted categorical flexibility, meet for only four hours, currently. Classes meet for fewer hours on fewer days at fewer locations. In some cases, extreme changes such as these make impossible the mission of offering English immersion and instead allow for only sporadic and basic instruction. To address this gap, classes will be offered 12 hours a week to ensure efficient and sustained learning.

***GAP: SDUHSD ESL Length of Term***

The length of the school year has also decreased by 8 weeks, including the dissolution of the summer school term. The longer summer break results in less language retention and makes the program less efficient as it once was. A summer term is necessary for the program to effectively ensure student progress. Therefore, summer sessions will be reinstated to maintain language skills.

***GAP: SDUHSD ESL Number of Classes***

Also hindering the efficiency is the lack of tiered language level classes due to the overall decrease in number of classes offered. Without classes with level appropriate instruction and materials, the learning process is slowed. A literacy class will be added at San Dieguito Academy. The intermediate/advanced class in Carmel Valley will be split into one intermediate and one advanced class. There will be two levels offered in the evening at Carmel Valley Middle School.

***GAP: SDUHSD Vocational ESL***

To respond to the need for contextualized learning, SDAS must implement Vocational ESL (VESL) modules within the program curriculum, to effectively equip students with the workforce readiness skills necessary for success in today's workforce. VESL modules already in place at MCCCDC can be adapted to suit the population around the region. In addition, pursuant to the recent BW research, new modules that address the workforce gaps in our region should be developed and offered to our students.

## Adults with Disabilities

The following GAPS have been identified by the Adults with Disabilities workgroup:

### ***GAP: Computer facilities***

AwD students are currently lowest on the prioritization list for computer facility use at the CLC. Because of the increased demand for computer literacy, these students, like all others, need to have access to computers so that they may learn how to use and manage them.

### ***GAP: Location of course offerings***

In order to better serve the needs of AwD students, courses must be offered at locations other than the CLC. Students in areas of the consortium, other than those who can make it to the CLC, are being left unserved. This is especially true in the southern part of the district.

### ***GAP: Comprehensive programs to boost employability***

Based on BW Research's evaluation and the qualitative analysis conducted by the AwD workgroup, MCCCDC currently does not provide meaningful employment related education or training for individuals with disabilities above the age of 22. Among the other four consortia groups within San Diego County, two distinct programs have been identified that are not yet offered by the CNCAEC. Workability III and the College to Career (C2C) program both connect Adults with Disabilities to employment opportunities. As well, the San Diego Regional Center offers a funding and program model that can further enhance services available to AwD students within the CNCAEC.

The Workability III program in the San Diego Community College District and the Southwestern Community College District serve between 200-250 students with various disabilities. Although there is an emphasis on entry level employment, Workability III does support students who are re-entering the workforce to pursue a second or third career while attending college courses. Workability III is a cooperative agreement between the Department of Rehabilitation and the respective Local Education Agency (LEA) and is similar in many ways to TPP. **Workability III serves students with mild to moderate disabilities and is presented in this report for the purpose of providing the consortium group exposure to its potential as a future CNCAEC program.** Workability III will be explained in more detail later in this report.

The College-2-Career program in the San Diego Community College District serves nearly 60 students with intellectual disabilities. Students enrolled in C2C have a wide variety of non-credit courses available to them. Currently students enrolled in C2C have 9 course options as opposed to the 1 option currently offered at Mira Costa College. Students in C2C also access credit courses in their areas of interest and receive support from academic coaches. The program is designed to offer students a college experience that is focused on progress towards a vocational goal. Different than the Workability III program, **eligibility for the College-2-Career program is based on a specific disability type and will be the proposed program type for the group referred to as AwD students in this report.** College-2-Career will be explained in more detail by the name "CLEAR Paths" later in this report.

The Tailored Day Service Option (TDSO) is not currently offered by any consortium group in San Diego County, however, there are California community college districts that offer such an option. Tailored day programs are developed in conjunction with the San Diego Regional Center. For AwD students, access to a tailored day program must be approved by regional center. Such a program is characterized by an individualized service design, as determined

through a clients Individualized Program Plan(IPP), that maximizes the consumer's service options. This service design encourages opportunities to further the development or maintenance of employment, volunteer activities, or pursuit of postsecondary education and maximize consumer direction of the service. The ultimate goal is that this service option increases the consumer's ability to lead an integrated and inclusive life. **The TDSO is presented here as a possible funding source and program model that can be accessed to increase support services for AWD students in the CNCAEC area.** The TDSO will be explained in more detail later in this report.

## Short-Term Career Technical Education

The following GAPS have been identified by the Short-Term Career Technical Education workgroup:

### ***GAP: Noncredit Liaison on CTE Advisory Boards***

There are numerous CTE advisory boards that meeting in and around the consortium region to discuss the CTE needs of students and within programs. A noncredit liaison to the boards would help keep members of the noncredit courses and programs apprised of the things happening in the region and with local academic programs, as well and businesses, which might impact noncredit CTE programs.

### ***GAP: Noncredit CTE program placement services***

Students in interested in noncredit CTE programs are given little to no guidance in this area. A dedicated counselor, and support from the Career Center at MCCCCD is critically needed, in addition to a Student Services Specialist-Work Skills Navigator.

### ***GAP: A framework for evaluating job-seeker skills and employer needs within the context of current and future employment opportunities and education and training options***

Preparing adult education students for economic self-sufficiency requires more than just offering the appropriate educational courses, it requires an understanding of where a job-seeker is at and what they need to have find meaningful employment. This would require a shared assessment tool which takes into account the adult education students current employment objectives and an evaluation of their skills and abilities beyond their coursework, grades and standardized test scores.

### ***GAP: A process for Identifying & Evaluating Changing Employment Needs within the region and determining the role Short-Term CTE can play in preparing people for these positions***

Understanding the changing needs of regional employers, both in terms of occupations and skills that are demanded within the workplace should be built into any process for continuing short-term CTE programs. Both analyses of the regional labor market and economy as well as partnerships with regional employers could be included in this process of continually evaluating the changing needs of regional employers. Industry Advisors will also help with this.

### ***GAP: The Development and identification of Occupational Categories within Career Pathways for all CTE programs***

All short-term CTE courses and programs should identify the occupations and career pathways in industry sectors that they are preparing students for. This would inform educators and curriculum developers to ensure coursework is relevant to employers while also informing students of the employment opportunities that may be available to them. A Student Services Liaison could be responsible for this important task.

### ***GAP: Short-Term CTE Programs which address the workforce needs for Adults with Disabilities within the region***

There are currently no comprehensive programs for Adults with Disabilities within the consortium.

### ***GAP: Adequate funding for Short-Term CTE:***

The short term CTE programs at MCCCCD must be self-funded (Ed Code 78300). Therefore, the actual cost of each program must be passed on to the participants through fees. In order to

keep the fees affordable to the vast majority of district residents, the cost must be kept as low as possible. In addition, the highest % of attendees use WIA funding through the local Workforce Investment Board and are allowed only \$5,000 per year to complete a CTE course. This creates a situation whereby the fees for each course are typically kept at no more than \$5,000, even when the course costs much more than that for the department to run. This is extremely challenging due to the high cost of running advanced programs. The equipment alone is in the hundreds of thousands of dollars to purchase or update each year. To make up the difference, grant monies, industry donations, and frugal spending is necessary at all times. While our staff has made valiant efforts to keep the stream of funds coming, there is no question that additional funding would allow our program to be more sustainable in the long run.

***GAP: Need for Ongoing remedial assistance and tutoring***

Our CTE programs are designed with the beginner in mind. Therefore, we review candidates for each program that often have low or long forgotten math and English writing skills. In addition, we find that our participants often need tutoring to successfully complete the course, especially those who take the machining and the engineering technician courses. This practice of offering remedial help and tutoring during the course has had a huge impact on the achievement of our program graduates. Thus far, we have been somewhat successful in securing small grants to cover the cost of remedial math, English writing and tutoring, but as an ongoing effort, we do not have the funds to make remedial training and tutoring a sustainable practice.

***GAP: Adequate Student Employment Rates and Employee Tracking***

The true success of any CTE program is the ability to place trained students into long lasting employment. However, it is extremely challenging to connect with all of the various potential employers. Student follow up is also time consuming. Outreach is essential if we wish to have adequate statistics and data to support or change our current programs. We also need these statistics to request grants that could help sustain our programs. Currently MCCC's CS&BD has an excellent part time Grant Funded Work Skills Navigator to work with the Machinist Program and the Engineering Technician program. But, the funds available for this position are limited to part time and will run out in less than two years. A full time position is needed on an ongoing basis.

***GAP: Adequate Industry Support***

Although the outreach to industry for the short term CTE programs has had great success in terms of moral support for our programs, there has been very little financial support. We have received cash donations from only four companies out of hundreds that exist in our San Diego North County area. Some companies have supported our program through donations of metal, but most only applaud our success and employ our graduates without additional support.

***GAP: Facilities***

Facilities that match the needs of the broad MCCC District need to be created/attained. Potential students on the south end of the district have no reasonable way of reaching other CTE programs in the north end of the district and would benefit greatly from additional facilities and classes.

***GAP: Noncredit CTE Programs***

There are currently only two noncredit CTE programs offered at the CLC. More programs should be developed in relation to the businesses and industries of need, as outlined in the BW Research detailed in Objective 2.

## Programs for Apprenticeships

### ***GAP: Programs for Apprenticeships***

There are currently no programs for Apprenticeships in the consortium. While the development of programs that meet the regional employers' needs would be ideal, efforts and programs should not be duplicated in areas where programs for apprenticeships exist in the larger San Diego County. This is an area where more research is needed.

### ***GAP: Apprenticeship Program information for Adult Education students in the region***

In the absence of programs of our own, it is critical that all programs in the consortium provide students with information about the apprenticeships that exist outside of our immediate area. The Student Services Specialist – Work Skills Navigator and or the Student Services Liaison could be responsible for compiling and disseminating this information.



**Table 4.1**

Table 4.1 – Implementation Strategies to Address Identified Gaps						
Description of the GAP	Strategies to Address the GAP	Resources Needed	Estimate of the Cost	Responsible Parties (Specific)	Methods of Assessment	Timeline
Faculty, Administrators, outside firms and budgets to support all Adult Education Programs	Fund rows 1-9 in table 3.1 (see pages 123-124 for more detail)	Faculty, Administrators, outside firms and budgets to support all Adult Education Programs	Approximately \$725,000	MCCCD as grant facilitator	Student Surveys	Within 1 year
Computer Facilities for all program sites	Computer facilities are lacking at all adult education program sites within the consortium.	6 dedicated computer classrooms	\$900,000	All parties	Classroom usage rates and annual program review	Within 18 months
GED Testing License	There is currently NO dedicated GED testing site for students anywhere within the consortium.	Testing license	\$28,000	MCCCD	GED testing report	Within 1 year
Dedicated Testing site/services for all consortium programs	A dedicated testing facility for all program sites which would increase the ease with which adult students test and transition. There are no dedicated testing facilities on either of the primary programs site.	Testing Facility which has dedicated computers and desks and which would serve specifically as a GED testing facility	\$200,000 including facilities remodel cost & computers	MCCCD as grant facilitator	Facility usage reports	1.5 years
Support Service Resources for program sites	Adult Education students need better access to comprehensive support services.	Student Services facilities and funding	\$200,000	MCCCD	Student surveys	Within 2 years
Comprehensive Tutoring Services for program sites	Adult Education student need better access to comprehensive tutoring services.	Math Learning Center facility coordinator and staff  Writing & Tutoring Center facility, coordinator and staff	\$200,000  \$350,000	MCCCD	Student surveys	Within 2 years

Description of the GAP	Strategies to Address the GAP	Resources Needed	Estimate of the Cost	Responsible Parties (Specific)	Methods of Assessment	Timeline
Program Partners/ Sites: funding for the implementation of courses and programs at non-consortium sites	Adult education courses are needed throughout the communities included in the consortium region. Funding for increasing locations of courses and programs would better meet the needs of Adult education student closer to their homes	Possible room rentership, but also the possibility of open access to classrooms from local schools or the building of new facilities.	Up to \$250,000 depending on agreements with local schools and businesses for room rentership and other operational costs.  Costs for new facilities would need to be determined.	MCCCD, SDUHSD, CUSD, OUSD	Gap analysis will be performed again, possibly annually, and areas of improvement considered as well as areas needing improvement. Student feedback about locations will be requested and analyzed.	Within 2 years
Transportation	Transportation options to support student accessibility to program sites	Vehicles, drivers, Ins., maintenance OR transportation contract	\$350,000-\$500,000	MCCCD	Ridership data	Within 1 year
Childcare for (this is only CLC) program sites	Childcare options to support student participation in the MCCCD adult education programs	Site coordinator, faculty and staff  Site renovations	\$250,000  \$200,000	MCCCD	Facility use	Within 2-3 years
Childcare for SDUHSD	Childcare for students enrolled in adult education programs	Funding for childcare	\$100,000	SDUHSD	Childcare use	Within 2 years
Classroom Hours, Term lengths Numbers of course offerings	An increase in classroom hours, term lengths and number of course offerings are needed for all SDUHSD programs for adult learners.	50% increase in baseline operational cost for SDUHSD programs  30% increase in baseline operational costs for all MCCCD programs	Increase of \$70,000 for Adult high school Increase of \$65,000 for ESL  Increase of 1 million dollars for MCCCD adult education programs	SDUHSD  MCCCD	Enrollments, student surveys, program review	Within 1 year

Description of the GAP	Strategies to Address the GAP	Resources Needed	Estimate of the Cost	Responsible Parties (Specific)	Methods of Assessment	Timeline
Program Site/facility for AwD programs and services	Current facilities are inadequate, or nonexistent, for housing a new program for AwD.	Funding for a new facility, or several classrooms in areas of need throughout the region.  Room rentership would also be a possibility.	1.6 million  Or \$250,000 for room rentership, depending on agreements with local schools and businesses	MCCCD	Gap analysis will be performed again, possibly annually, and areas of improvement considered as well as areas needing improvement. Student feedback about locations will be requested and analyzed.	Within 2 years
Comprehensive AHS program for SDUHSD	This program is currently operation on a shoe string budget. It needs dedicated funding, and an increase commitment to the program, to adequately meet the needs of the students in that part of the consortium.	Increased funding and a comprehensive operational budget	TBD	SDUHSD	Student enrollment data	Within 1 year
Counseling and DSPS support services for AwD programs	Dedicated DSPS counseling is needed to support enrolled students	Counselor	\$102,348 + benefits = \$138,700 for a 195 day contract	MCCCD	Student surveys	Within 1 year
Funds for subsidized wages	Funding for AwD students who are engaged in work experience opportunities through developed programs is needed	Funding	\$20,000 annually	MCCCD	Tracking student time cards	Within the year
Noncredit CTE Liaison	There are numerous CTE advisory boards that meeting in and around the consortium region to discuss the CTE needs of students and within programs. A noncredit liaison to the boards is needed	Works Skills Navigator	See table 3.1 for more information	MCCCD	TBD	Within 1 year
Adequate funding for Short-Term CTE not-for-credit programs	The short term CTE programs at MCCCD must be self-funded (Ed Code 78300). In order to keep the fees affordable to the vast majority of district residents, the cost must be kept as low as possible.	finding	TBD	MCCCD	Enrollment data	Within 2 years

Description of the GAP	Strategies to Address the GAP	Resources Needed	Estimate of the Cost	Responsible Parties (Specific)	Methods of Assessment	Timeline
Adequate industry support	Some companies have supported our CTE programs through donations of metal, but most only applaud our success and employ our graduates without additional support	Work Skills Navigator	See Table 3.1 for more information	MCCCD	Data tracking	Within 1 year
CTE facilities in the south part of the district	Facilities that match the needs of the broad MCCC District need to be created/attained for all regions within the consortium area.	Facilities	TBD. Depending on the facility and or program created	MCCCD or SDUHSD	Program enrollments	Within 2 years
Increased noncredit CTE programs at the CLC	New programs needs to be created to support the industries identified in the BW report	TBD	TBD. Depending on the facility and or program created	MCCCD or SDUHSD	Program enrollments	Within 2 years
Programs for Apprentices	New programs needs to be created to support the industries identified in the BW report	TBD	TBD. Depending on the facility and or program created	MCCCD or SDUHSD	Program enrollments	Within 2 years
Information on other regional programs for apprenticeships	In the absence of our programs, information about existing programs outside of the region should be shared with students	Promotional materials and a Work Skills Navigator	See Table 3.1 for more information	MCCCD	Data tracking	Within 1 year

## Objective #5: Student Acceleration

Plans to employ approaches proven to accelerate a student’s progress towards his or her own 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.



### ***Promising Strategies for Acceleration***

In an effort to understand and identify models of acceleration in education that are being employed by colleges and programs around the country, work groups did a vast amount of research. At the heart of the research was the knowledge that programs of acceleration for adult learners might look the same as those being employed for college students, but they may also look very different in light of the different challenges that adult learners can face.

In the following pages, each of the workgroups have identified models of acceleration from around the country that may work for their programs, but above all, the following strategies, according to “Acceleration in Developmental Education” by WestED (2013) were considered:

- ***Have a plan for acceleration:***

Whether the plans for acceleration are large or small, planning is important, as is getting buy in from leadership and from the larger college, school district, or school boards.

- ***Use data as often as possible:***

Success rates in courses, and a larger understanding of all educational sequences, is critical to implementing the right plan, and then gathering data will need to be gathered to understand how the plan is working.

- ***Consider different models of acceleration:***

The best models for acceleration come from creativity and collaboration. The goal of acceleration is student success, so if a program is not working, or a model of acceleration is not meeting the needs of the learners, programs must be willing to make changes.

- ***Keep curriculum change at the heart of the work:***

As faculty members experiment with and implement models of acceleration within their programs, remembering the goals of the acceleration project is critical. If the goals are to help students be more employable at the end of the course/program, it is critical that the curriculum provides the students with what they will need to succeed.

- ***Seek ongoing resources:***

Acceleration projects have been being implemented for a very long time, and finding the right one for a particular program or student demographic can take time, seeking resources and becoming a part of the acceleration movements are imperative.

## Elementary and Secondary Basic Skills

### *Synopsis of Current Best Practice Models for Basic Skills:*

#### **I-BEST: Integrated Basic Education and Skills Training**

Washington's Integrated Basic Education and Skills Training Program (I-BEST) is a nationally recognized model that quickly boosts students' literacy and work skills so that students can earn credentials, get living wage jobs, and put their talents to work for employers.

I-BEST pairs two instructors in the classroom – one to teach professional/technical or academic content and the other to teach basic skills in reading, math, writing or English language – so students can move through school and into jobs faster. As students progress through the program, they learn basic skills in real-world scenarios offered by the college and career part of the curriculum. I-BEST challenges the traditional notion that students must complete all basic education before they can even start on a college or career pathway.

[http://www.sbctc.ctc.edu/college/e\\_integratedbasiceducationandskillstraining.aspx](http://www.sbctc.ctc.edu/college/e_integratedbasiceducationandskillstraining.aspx)

#### **“Improving Transitions from Adult Basic Education to Post-Secondary Education and Training”**

by Ed Strong, Corporation for a Skilled Workforce

This presentation highlighted some key components in creating effective and comprehensive programs for adult education students. Some of the key points were in creating programs that are aligned with college programs, allowing students opportunities for dual enrollments, having articulation agreements with local colleges, and clearly communicating Career Pathways to adult education students. The report also highlights the importance of having adult education programs that are flexible for the non-traditional adult education student and linking learning with employment opportunities.

#### **“A Guide to Transforming Basic Skills Education in Community Colleges, Inside and Outside of the Classroom”** published by the RP Group

This report emphasized the importance of helping colleges understand where to start with basic skills education and programs. The report featured for key components: Reforming pedagogy, Maximizing the effectiveness of student services, Creating structural coherence, and Building leadership at all levels.

Best practices suggested above that directly relate to Elementary and Secondary Basics skills suggest the following strategies for acceleration and student success:

- Connect basic skills curriculum with relevant skills
- Contextualize basic skills curriculum to in-demand sectors
- Integrate soft skills
- Foster entrepreneurial thinking
- Work with employers to ensure learners are gaining skills needed in the workplace and that employment opportunities are available to learners

### ***Assessment of Current Practices within the Consortium:***

The current situation for the existing entities providing Elementary and Secondary Basic Skills to adult students in the region is mixed. On the one hand, many of the consortium programs excel in certain areas:

- accelerated terms
- individualized instruction of basic skills
- Competency-based exams and progression through courses
- Supplemental instruction for credit basic skills courses
- Short-term bridge programs for remediation in basic skills mathematics
- Integrated soft skills in some adult high school courses

On the other hand, no programs have worked consistently or effectively to provide:

- Joint programing strategies between credit and noncredit basic skills courses
- Contextualized basic skills to CTE students
- Joint programming strategies with CTE courses and programs
- Contextualized basic skills or join workforce development opportunities within to local businesses

### ***Recommendations for Future Practices within the Consortium:***

There are several key ways to build stronger pathways between Adult Basic Skills and other partners and programs. The following are recommendations aimed at both improving success and providing opportunities of acceleration to adult education students in the region

#### ***Alignment and articulation of noncredit courses in English and Math with basic skills and or developmental credit courses at the college:***

Many noncredit courses in the Adult High School are designed to meet the curricular needs of students who have not completed grades 9-12 at the local k-12. Courses at MCCCC's adult high school were re-written in 2012, and are aligned with both the Language Arts standards for Common Core in CA but also with CB21 coding for college courses below transfer level. In order to encourage acceleration, and support adult education students and their success, appropriate courses in noncredit and basic skills credit, especially in the areas of English and Math, should be aligned and articulated. Students completing noncredit coursework at the adult high school level who can demonstrate competency at a mutually agreed upon level, should be except from courses that have been aligned and articulated. This is a common practice for acceleration and one that would encourage successful transitions from noncredit to credit for AE students.

#### ***Alignment and articulation of testing tools:***

Placement and completion testing tools in adult education programs and at MiraCosta College are not currently in alignment. Students who move from one program to the next are tested and re-tested to determine their status for one program, regardless of their performance and test results in another. Students should not have to take the CASAS, TABE, Compass, etc., as they move from one program to the next. While a common assessment tool for adult education may not be realistic at the time, a common rubric for how to use a students' previous test scores for any placement test they may have taken in the region would help to accelerate a student towards their goals without needless, or relentless testing.

**Dual Enrollments:**

Adult Education students should be encouraged to enroll in noncredit courses and credit courses at the same time. Students who need basic skills remediation, but who want to pursue their college goals can benefit from a sequence re-design that involves courses in both programs. This will accelerate the students' progress towards a degree or certificate and will also provide opportunities for immersion into both programs, which have tremendous benefits to students.

Examples of courses that might work like this are being implemented at MCCC in Term 4 of the Spring semester where credit students will enroll in a noncredit English course in the hopes of improving their basic skills in the areas of reading and writing, while they are also enrolled, or will soon enroll, in a credit English course. Students with this dual enrollment package will be encouraged to take the college placement test, and the aim is that they will place higher in the English sequence, potentially by-passing developmental courses. Another program of acceleration, as mentioned in Objective 3, is courses that follow the Baltimore Model – Learning communities to support student success. This model which includes a transferable credit English course, along with a supplemental course for remediation, would be an ideal one for Adult Education students who could benefit from the enhanced instructional time and emphasis on the developmental student.

**Pathway Programs:**

A model of acceleration that could also work well with adult education students would be any pathways program. Students in adult education are often looking to complete an identifiable goal (learn English, obtain a high school diploma, get a job, etc.) and often do not have the luxury or time for career exploration. Implementing specific pathway programs for students into areas that would meet region employer needs, or that are preparatory for the most high demand jobs, would take away some of the strain of this kind of long term decision making and would again, improve student acceleration towards a goal.

**Linked Learning/Employment Opportunities:**

If adult education students were given more courses with linked learning/employment opportunities, the benefits would be tremendous. These courses could be offered either at the campuses for the existing adult education programs, or they could be developed and then offered at location with the community or at local businesses. These classes, taught jointly by adult education instructors and people within the industry, would be very good for students.

**Creation of Community CTE Liaison Position:**

In terms of Short-Term Career Technical Education opportunities, the consortium is rich with opportunities. Many programs for short-term vocation and apprenticeships exist within San Diego County. Even within the consortium boundaries, local high schools and adult schools regularly articulate classes with MiraCosta College and other community colleges. The Community Learning Center offers Short-Term Career Technical Education classes independent of the Adult High School. Finally, the CTE program at MiraCosta College is vibrant and dynamic. These are wonderful resources that already exist. It is the task of the consortium members to build pathways that give real access and flexibility to students who are assessing their options. At present, many of these programs work independently and have no real knowledge of one another. The result is a mixture of various opportunities, many of them excellent, that are spread by word of mouth or exist within single programs. Clearly, a more effective strategy

must be employed to gather information about the programs, build relationships amongst them and publicize the opportunities to the larger community.

The creation of a community liaison will help to build pathways to these existing opportunities and to strengthen the ties between programs. The community liaison officer might be responsible for researching all vocational opportunities within the consortium and in surrounding areas, making contact with programs to establish relationships and working jointly with them to promote their programs with community members. The officer would also be responsible for guiding the articulation of courses with local high schools and adult schools for MiraCosta CTE courses so that this important task becomes a relationship builder and not merely an ad hoc duty. In addition, the position would track data of for the programs and create easily accessible and user-friendly resources both in print and using the Internet and social media to promote the opportunities and resources available. Finally, the community liaison would work closely with industry so that basic skills programs are contextualized to the very businesses with local available employment. In short, the position becomes a dynamic way to create relationships among existing programs so that the pathways are not only forged, but also strengthened. Data collection and PSLO assessment of data by Office of Institutional Effectiveness would insure the effectiveness of such a position.

#### ***Integration of Basic Skills into Existing CTE Advisory Board:***

The CT program at MiraCosta College has a longstanding vibrant relationship with local business. In fact, the CTE Advisory Board meets regularly both on and off campus to bring together industry and CTE faculty and deans. The result is that courses in CTE at MiraCosta College reflect the hiring needs and requirements of businesses within the community and are able to quickly adapt to changes in industry. This ideal result, however, has not been duplicated with basic skills. Until now, there has been no basic skills representative from MiraCosta College on the Advisory Boards. Workgroup consortium members see no need to create a duplicative Advisory Board with industry. Instead, workgroup members propose that basic skills faculty and/or deans sit on the board to support local business needs and to present basic skills learning options to industry. This further serves to strengthen the ties between CTE and basic skills within the consortium. Ideally, the result will be use of existing programs and resources by businesses seeking to train employees as well as partnerships to address specific needs as they arise within the business community. Data collection and PSLO assessment of data duties shared by CTE and Basic Skills must occur and be assessed for data-driven results of such an Advisory Board.

#### ***CTE Contextualized Learning Coordinator***

The creation of a Contextualized Learning Coordinator would establish the IBEST model of pairing a technical instructor and a basic skills instructor inside the same classroom so that students learn basic skills while learning the technical subject matter of the given CTE course. In order to effectively institute the proven model, the Coordinator would be responsible for educating CTE faculty about the model and success. The Coordinator would then work with CTE faculty to develop Basic Skills curriculum that is contextualized to the CTE subject matter and then pair a basic skills instructor and CTE instructor to teach the class. The Coordinator would also collect data for the courses given using the IBEST model. In addition, the Coordinator would be a source among consortium members for education and implementation of the IBEST model so that the paired teaching and conceptualized content teaching of basic skills becomes the norm and not the exception throughout the consortium.

## Classes and Courses for Immigrants

Best practices suggest the following strategies for acceleration and student success:

- Connect basic skills curriculum with relevant skills
- Contextualize basic skills curriculum to in-demand sectors
- Integrate soft skills
- Foster entrepreneurial thinking
- Work with employers to ensure learners are gaining skills needed in the workplace and that employment opportunities are available to learners

These five strategies can be addressed with a Vocational ESL (VESL) course. MCCCDC currently offers such a course. In that class, students learn English (listening, speaking, reading, writing, vocabulary, and pronunciation), and important skills for work and college study. In addition, they learn to create a desirable soft skills resume and cover letter and prepare for a job application and interview.

For specific career preparation, learners can independently study career modules using state-of-the-art software in one of these fields:

<b>Administrative Assistants</b>	<b>Nursing Assistants</b>	<b>Doctors – GP and Specialty</b>
<b>Auto Mechanics</b>	<b>Pharmacy Technicians</b>	<b>Commercial Engineering</b>
<b>Bookkeepers</b>	<b>Plumbers</b>	<b>Finance and Investment</b>
<b>Restaurant Cooks</b>	<b>Retail Salespeople</b>	<b>Information Technology</b>
<b>Cosmetology/Skin Care</b>	<b>Hospitality/Servers</b>	<b>Hotel Management</b>
<b>Dental Assistants</b>	<b>Accounting English</b>	<b>Attorney and Paralegal</b>
<b>Electricians</b>	<b>Air Traffic Controllers</b>	<b>Registered Nurse</b>
<b>Flight Attendants</b>	<b>Commercial Banking</b>	<b>Office Management</b>
<b>HVAC/R Technicians</b>	<b>Business in America</b>	<b>Living/Working in America</b>
<b>IT Support Personnel</b>	<b>Home Health Care</b>	<b>Teaching and Education</b>

Members of the ESL workgroup in the consortium believe it would be beneficial to develop a similar course at Carlsbad Unified, Oceanside Unified, and San Dieguito Union High School district sites. If this were to happen, MiraCosta College faculty members could share the course outline of record and any other resources in this development. Consortium members also believe a closer link with MCCCDC CTE program would be helpful in addressing the above strategies.

Additionally, the Gap analysis conducted by BW Research Partners will inform the creation of any new VESL courses in areas such as Building/Design and Manufacturing.

Other strategies for successful acceleration suggested by best practices are:

- Increasing program flexibility and access
- Offering classes during nontraditional and traditional hours
- Increasing student access to child care, transportation, and other services
- Sharing assessments and entry/exit standards across programs

- Providing academic and career counseling
- Developing distance learning
- Establishing shared and linked data procedures across adult basic education and postsecondary education programs
- Collecting data based on transitions and employment
- Longitudinally tracking participants through adult basic education, postsecondary education and training and into employment

Childcare is currently offered at OUSD, but expansion of this service to the other sites would be beneficial to students attending classes at those sites. Academic and Career counseling is available at MCCCCD, but consortium members are discussing ways to extend this service to other consortium sites.

*(Note: Parts of the above strategies were taken from: **Improving Transitions from Adult Basic Education to Postsecondary Education and Training** by Ed Strong Corporation for a **Skilled Workforce Presentation to Maryland's Sector Academy**)*

***How the consortium might identify and gather measurable improvement metrics:***

In accordance with the districts' administrative policies and availability of financial resources, the consortium members plan to discuss and develop strategies to enhance smooth transitions, such as:

- Streamlined evaluations of students in the classroom would document language development and allow teachers to track student progress.
- Individual students might document their own progress using the regional course map that would define clearly the necessary steps for goal attainment.
- A counseling technician would be responsible for documenting successful transitions within the region as well as tracking student goal attainment after leaving the study program

***How existing best practices and strategies such as those described earlier might be implemented for each of the program areas***

Consortium members will work with district and departmental administration to implement the following:

- Vocational ESL classes becoming more widely available including additional modules that will align with the regional gap analysis.
- Allowing for an accelerated dual enrollment option, modules constructed to advance students' work and academic progress to be available in a distance-learning program.
- Providing additional availability of counselors and faculty office hours for periodic goal progress review to ensure students stay the course of their individualized plan.

***Work Plan***

Work group consortium members plan to employ a community-wide approach to ESL instruction in our region. Districts (OUSD, SDAS, CUSD and MCCCCD) would remain as separate entities with all aspects of their programs aligned so that seamless transition would be possible between the programs. In order for this to be successful, consortium members will work together to develop this plan:

- Secure one full-time faculty coordinator at all consortium-member sites.
- Offer VESL at all sites.
- Establish a stronger and more deliberate relationship with MCCCCD's CTE program.
- Provide additional resources for more classes at OUSD and SDAS.

- Expand the times of class offerings at OUSD and SDAS.
- Expand child-care options.
- Continue and enhance sharing of an assessment instrument or articulation agreements to allow for easier transitions between programs.
- Develop distance learning options.
- Link data systems.
- Establish methods for collecting data and tracking learners.
- Collect information about course offerings and practice at CUSD.



## Adults with Disabilities

### *Synopsis of Current Best Practice Models for Adults with Disabilities:*

**“An Analysis of Exemplary Transition Programs,”** by Paula D. Kohler

This article examines the best practices of transition programs and the criteria by which programs are chosen to be implemented. The article explains that vocational training, inter-agency collaboration, social skills training, individual transition planning and parent involvement are supported as having a link to positive program outcomes. As well, it identifies project replication as a desirable means to implement a new program. Kohler does maintain that empirical evidence to substantiate these claims is limited; however, she does not discount the correlation between the above stated features are associated with effective transition programming.

<http://files.eric.ed.gov/fulltext/ED358607.pdf#page=39>

In presenting these program recommendations, the Adults with Disabilities workgroup has compiled what it believes to be a broad range of options for supporting students with a wide range of disabilities. In some cases, these programs have been implemented within local, in-state and out-of-state community college districts with little or no cost to the resident district.

#### **WorkAbility III**

WorkAbility III (WA III) is a program that provides guidance to students with disabilities and assists them to acquire the tools necessary to obtain and retain competitive employment. In partnership with the California Department of Rehabilitation (DOR), WorkAbility III was established to assist students who are attending classes within specific California Community Colleges. To access WA III's services in the San Diego area, an individual must be a client of the DOR and a student at a community college. Its vocational services include:

**Career Exploration:** Students can explore different career options with a Vocational Counselor in order to determine their employment goal.

**Vocational Counseling:** Counselors will explore and evaluate education, work history, interests, skills, and personality as well as utilize their understanding of the local labor market to assist in finding the best employment for each student. Through counseling the objective is to identify marketable skills to obtain employment.

**Employment Preparation:** Students are provided with the necessary tools to become successful in their job search. These tools include the creation of a "Master Application", resume writing, cover letter development, job search skills, online resources, job leads, job fairs, mock interviews, interview practice, disability rights, interview attire, goal setting, networking, and employer outreach.

**Vocational Training Support:** Students who are pursuing their training within MCCC are highly encouraged to combine education and work experience. The WA III staff will assist students in securing unpaid or paid internships related to their training to increase marketability upon graduation/certification.

**Worksite Monitoring:** WA III counselors monitor student progress once students have become employed. WA III counselors focus on teaching job retention strategies and remain available to assist students after they have been hired.

**Accommodations:** Each staff member is highly trained in accommodation recommendations in the workplace. Before and after the student is employed, the WA III counselor can advocate for the student to receive the necessary accommodations required to perform essential functions of their job.

Resources necessary to implement this program are provided through the contract and generally consist of a program Coordinator and a job developer. The district must be willing to pay for this staff up front with the understanding that DOR will reimburse the district upon submission of an invoice for the program related costs. The district must also allow a specified number of staff to redirect it's time in support of WA III students. The terms and service requirements for a WorkAbility III are negotiated between DOR and the district as the contract is developed. Contract terms are for typically for three years.

### **CLEAR (Career, Life, Education, Advocacy Readiness) Paths Program**

In the last decade there has been an increasing trend for people with intellectual and developmental disabilities (IDD) to seek a post-secondary education experience as part of their transition to employment and independent living. This growing need has emerged partially in response to the historically poor employment outcomes of students with Intellectual Disabilities, as well as increased expectations by parents and their young adults to go to college. While there are numerous advantages to the pursuit of post-secondary education, students with ID who have attended any post-secondary program are twice as likely to be employed as those with just a high school diploma (Gilmore, Bose, & Hart, 2001).

Outside our region, other community colleges and universities are providing students with significant disabilities an opportunity for a two year college experience that offers a blend of educational, social, and vocational experiences. Programs such as Pathway, offered through UCLA Extension, and Transition to Independent Living, offered through Taft Community College in the West Kern Community College District, affiliate students with educational institutions and focus, in part, on vocational outcomes.

The goals of this program would be to provide IDD students with the tools needed to complete college coursework, prepare for integrated employment, and live an independent life. The program would integrate academic and life skills development, career advising, work readiness training and occupation-specific training through college-level courses. It would provide support to students from education/career case managers and offers internship opportunities.

#### **I. Entrance Criteria/Referrals/Enrollment Process**

Traditionally, candidates must be a Regional Center consumer, have completed a high school program and received a certificate of completion, have a strong desire to be independent and employed, have functional reading & writing skills, be able to function without attendant care, have basic safety skills in an unsupervised setting, and able to not interrupt the learning environment. Referrals can be received from Regional Center, Department of Rehabilitation, or high school districts. Enrollment

would be limited and candidates would need to fill out an application and be interviewed to determine if they will be accepted.

## **II. Support Services/Counseling**

Support services for IDD adults should exceed those provided to other students in higher education because these students often present with many more barriers. An orientation meeting for students and parents would be needed to explain the details of the program and the commitment required of the student. A dedicated support staff from DSPS at the CLC would be a good start. Also, having someone from the career center, writing center, and math learning center come to the CLC would be advantageous since transportation to the main campus is difficult for IDD students. For this population, and this program in particular, in order to create and sustain good student behaviors that will help them be successful, an education/career case manager would be beneficial. The case manager's role would be to:

- support students with academic coursework, career exploration, and work experience;
- assist students 1-on-1 or in small groups in the classroom, on campus, or in the community;
- help students with time management, study skills, and accessing college/job resources;
- promote student's involvement within campus and community activities;
- encourage student's self-advocacy and to utilize natural supports for long term success.

## **III. Curriculum**

The focus areas would include basic college success (time management, organization, responsibility, online computer systems), self-advocacy and identification of strengths, work readiness (career exploration, job search skills, resume development, master employment application), participation in CTE training courses (according to student's employment goal), study and job labs, internship, and connections with vocational support agencies. A full time faculty would be needed to implement the curriculum. Students would also be encouraged and allowed to access MCCC's Community Services' workshops, enrichment courses, and training programs, as well as all other non-credit classes.

## **IV. Progress Indicators, Assessments, & Outcomes**

For each course, there would be Student Learning Outcomes and the instructor would indicate if the student had successfully achieved them at the end of each term. Students in the specialized CLEAR Paths classes would be continually made aware of their progress through face-to-face meetings with their instructor(s). These meeting would be biweekly, and students would be given information about their progress and the degree to which they are meeting the outcomes of the course. Students would complete the program when they passed the required course work and independently demonstrated the learned skills. They would then receive a CLEAR Paths Certificate of Completion. The students might also earn industry-specific occupational certificates.

## **V. Program Partners and Sites**

The program can be housed at any MiraCosta site; however, due to the need to articulate and communicate with DSPS personnel and CTE course instructors, it would be ideal to have facilities available throughout the consortium areas to offer access to the greatest number of necessary resources.

### **Tailored Day Services**

Currently, a service is available to San Diego Regional Center (SDRC) clients in the North Coastal area of San Diego who are attending classes at MiraCosta College. Tailored Day Services is an individualized service designed to assist students in an area such as pursuit of postsecondary education. Students may choose from approximately 14 community based organizations that offer this service throughout San Diego County. These organizations support AwD students in the following areas:

- Applying for college
- Course selection/identification of certificate programs that align with vocational interests
- Navigating a campus and identification of campus resources such as disability services (DSPS) and career centers
- Communication with instructors
- In-class support (if an aide is approved by the college)
- Organizational and time management skills

The aim is to support these students in the matriculation process and utilize education as a path to gaining skills in an area that increase independence and ability to self-advocate, increase vocational skills, and increase employability.

Unfortunately, this service is only available to SDRC clients and adults with significant disabilities who are not eligible or who opt to not receive SDRC services could not access the Tailored Day Services.

Currently, MiraCosta College's primary role in supporting students with disabilities is through the identification of accommodations through DSPS to meet ADA and Section 504 mandates. While the college does frequently work with local community based organizations that support SDRC clients/IDD students, MCCCCD would benefit from seeking contract opportunities with SDRC to provide Tailored Day Services directly to the students through the college. The direct partnership of SDRC and MiraCosta College would create a seamless transition to postsecondary education, a one-stop; for AwD students would not have to join an organization to enroll in MiraCosta College's AwD program in order to receive the enhance support mentioned above. MiraCosta College would be most knowledgeable on course offerings, college expectation of students as part of Student Success and Support Program for development of Student Equity Plans, resources on campus, and assisting students with navigating the campus. If MiraCosta College was able to contract and access funding from local organizations such as SDRC, the college would be leveraging expertise and increasing collaborative efforts.

An example of a community college district that has contracted with the regional center system to provide an array of services to IDD students is North Orange Community College District; who offers day services, College to Career program, mobility training, etc. This could be used as a model for potential partnership.

In order to provide enhanced services and supports to students with significant disabilities on campus, funding for a full-time faculty position would be needed to coordinate services. While DSPS received restoration in funds to provide services, it does not allow for increased support to students with intellectual disabilities. Funding in the amount of \$85k would fund a position devoted to coordinating services and educational plan for AWD in adult education at MCCC.



## Short-term Career Technical Education

### *Synopsis of Current Best Practice Models for Short-Term Career Technical Education:*

#### **MI-BEST: The Maryland Integrated Education and Skills Training Program**

Taking the general I-BEST model that provides an accelerated bridge to completion vs. requiring basic skills students to take a lengthy sequence of ESL or ABE classes prior to enrolling in occupational courses that lead to family supporting jobs, the state of Maryland conducted their own large scale implemented of the I-BEST model. Maryland's model included 26,000 adult students from 16 Maryland Community Colleges, and a generated \$400,000 co-investment from Maryland Community Colleges and state organizations such as the MD Department of Labor, among other organizations and businesses.

[http://www.mdacc.org/PDFs/Completion%20Summit/2012\\_Summit/WS24\\_MACC\\_MI\\_BEST\\_12\\_6\\_2012.pdf](http://www.mdacc.org/PDFs/Completion%20Summit/2012_Summit/WS24_MACC_MI_BEST_12_6_2012.pdf)

#### **Assessment of Current Practices:**

While individual courses may be vibrant and sustainable, the pathway from adult education to career technical education programs need to be addressed.

Consortium members looked at current courses in both the adult education and CTE program areas and with the instructors, and discussed ways in which courses might be taken simultaneously, or shortened to provide a faster track to obtaining work. Questions that were explored were:

- Is there an established program of study in terms of what courses must be taken and the order in which they are taken?
- Is there a possibility that courses might be taken concurrently?
- Must there be pre-requisites for certain classes or might co-requisites suffice?

Such discussions, geared to answering these questions and making pathways transparent to students will provide a much-needed service to students who want to be prepared for work, but need to acquire jobs as soon as possible.

#### **Building Stronger Pathways and Supporting Acceleration:**

San Diego County has a variety of outlets providing Short-Term Career Technical Education programs: some are free, a few charge a minimal fee and others are very expensive. Apprenticeship modules also exist allowing adult students to develop a real-world vision of what their "dream job" is like on a daily basis.

Within San Diego, and specifically within the consortium area, many high school classes and adult education programs articulate with the credit courses at MiraCosta College. MiraCosta College offers Short-Term Career Technical Education classes at the Community Learning Center and through Community Services and Business Development at the Technology Career Institute. Consortium members will work during the next two quarters to provide written pathways to these courses, giving students a practical approach to their goals and career options.

Advertising bulletins for the adult education and CTE programs are mailed to over 90,000 local addresses, listing offerings at the CLC; however, there is need to do more. The popularity of many programs is spread by word of mouth. Conversely, just as many classes are canceled before the semester begins because of insufficient enrollment.

Consortium workgroup members plan to work with instructors to improve courses of study to ensure that expected outcomes are clearly stated and methods of achieving competence are accurately described. When students are able to actually visualize the pathway to their ultimate ambition, it makes the journey less arduous.

**Developing and Providing Assessment Tools calibrated to Employer Needs:**

As CTE students look to improve their employment opportunities both in the near-term and as they consider their longer term employment objectives, tools and resources should be in place that connect CTE and other regional educational programs to their respective career objectives. Assessment tools that provide students feedback on their strengths and weaknesses as they relate to potential employment would be valuable. This feedback could include information on educational courses and degrees or certificates, as well as the technical and workplace skills that are needed to be successful in the respective career pathways. These assessment tools would need to be evaluated and updated through employer and industry input.

## **Programs for Apprenticeships**

There are no services for apprenticeships amongst consortium members. Therefore, programs or collaborations aimed at acceleration are difficult to determine.

**Table 5.1**

Table 5.1 – Work Plan for implementing approaches proven to accelerate a student’s progress towards his or academic or career goal.						
Description of the Approach	Tasks/Activities needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (Specific)	Methods of Assessment	Timeline
Create public awareness of programs and outreach to business and consortium members	Liaison to consortium members & local businesses; Articulate MCCCDCTE classes for consortium members; Establish & maintain web site, apps, social media resources for community members showcasing al basic skills CTE opportunities throughout the region	AB 86 Student Services Specialist – Works Skills Navigator  AB 86 Marketing & Communications Director	See Table 3.1 lines 6 and 8 on page 123-124 of the report	MCCCDC	Analysis of any gaps in CTE opportunities from local businesses, as well as analyzing data from consortium members to determine effectiveness of current strategies	Within 1 year
Alignment and Articulation Agreements for courses	Basic skills courses in both credit and noncredit programs should be aligned and articulated to allow students to move towards their academic or career goal at an accelerated rate.	Articulation agreements  Professional development funding and/or release time to allow for and support for collaboration	See Table 3.1, line 1, and Table 6.2 for professional development	All parties	Student enrollment data, testing data, and success rates in courses.	Within 1 year
Alignment, articulation, or common rubrics for all testing tools	Testing tools for placement, competency, and completion should be aligned to provide accelerated pathways for students	Articulation agreements  Professional development funding and/or release time to allow for and support for collaboration	See Table 3.1, line 1, and Table 6.2 for professional development	All parties	Student enrollment data, testing data, and success rates in courses.	Within 1 year
Dual Enrollments	More noncredit students should be encouraged to consider dual enrollments in noncredit and credit courses. This will provide an opportunity for acceleration towards their career or school goals.	Counselor workshops	TBD	MCCCDC	Student enrollment data and success rates	Within 1 year

Description of the Approach	Tasks/Activities needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (Specific)	Methods of Assessment	Timeline
Pathway Programs	Pathway programs need to be created to demonstrate for students the courses and support services they can take advantage of to meet specific career and educational goals	Marketing and Communications Director in collaboration with program faculty, counselors, CTE programs and faculty, etc.	TBD	All parties	Student enrollment data	Within 1 year
Linked Learning/Employment Opportunities	Courses taught jointly by adult education faculty and local businesses, with employment opportunities embedded with greatly benefit students	Finding for release time and collaboration  Facilities and or funding for classroom operational costs at locations within the community  The Works Skills Navigator could also assist with this	TBD depending on the businesses, programs and facilities involved.  See Table 3.1 for information on the Works Skills Navigator	MCCCD	Student and employee surveys	Within 2 year
Noncredit Liaison to CTE Advisory Boards	Noncredit representation at advisory board meetings would create more awareness of noncredit programs and provide opportunities for more collaboration between credit and noncredit CTE programs.	AB 86 Student Services Specialist – Works Skills Navigator	See Table 3.1	MCCCD	surveys	Within 1 year
Request that the existing Business and CTE Advisory Board create a sub-group focused on vocational-technical skills at the basic skills/non-credit level	Meet with current Board to establish a link from existing credit CTE to non-credit CTE opportunities. Additionally, a liaison to this board should attend meetings, present program options, and create awareness of the short term test-prep options	No new resources needed, these tasks can be accomplished by making a Dean or Full-Time Faculty member responsible for the ongoing duties.	N/A	MCCCD	Ongoing assessment using multiple methods (gap analysis, surveys of business and consortium members)	Within 1 year
VESL classes – contextualized learning, CAREER PATHWAYS	Addition of VESL classes for all programs where students would achieve training for CTE and Vocational programs,	Faculty, program costs, curriculum development and professional development	TBD	All members	Program/course evaluation and student progress towards goals	Within 1 year

Description of the Approach	Tasks/Activities needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (Specific)	Methods of Assessment	Timeline
Distance Learning VESL units for concurrent ESL students- DUAL ENROLLMENT.	Curriculum development	Faculty, program costs, curriculum development and professional development	TBD	ESL Program Directors	Teacher evaluation and student progress towards goals	Within 1 year
Collaboration with Credit programs, including Credit ESL	Professional development for instructors, presentations to students, events to promote pathways	Faculty, funding for PD, and events budget		All programs	Track rates of success, retention, and persistence, and matriculation	Within 1 year
Contextualized Basic Skills courses for CTE programs	In order to provide outreach to CTE faculty & Deans, educate colleagues about benefits to faculty of a contextualized model, a coordinator is needed to develop the contextualized basic skills instruction model that will reinforce the current CTE curriculum & provide a pilot program involving a team teaching model w/ basic skills & CTE faculty to increase student success.	AB 86 Student Services Specialist – Works Skills Navigator  Faculty collaboration  Curriculum development	See Table 3.1	MCCCD	Collection of data and analysis of program impact.	Within 1 year
Articulation Agreements between Adult Education programs and CTE/Credit Programs	Articulation of courses across noncredit and credit program would provide opportunities for acceleration for adult education students.	Articulation counselor, course and program review by committee and, curriculum or CORs, and data to support the articulation plan	TBD	All members	Student tracking	Within 1 year
Workability III	Collaborate with DOR and apply for their Workability III program.	MCCCD staff		MCCCD		
Development of programs for Adults with Disabilities CLEAR	Program Coordinator – evaluation of resources in the region and creating of new resources to meet the needs of AwD in the region  FT Faculty member – administer services/teach	Program Coordinator  FT Faculty Member	\$102,348 + benefits = \$138,700 for a 195 day contract About \$114,000, including salary and benefits –	MCCCD	Enrollments rates and student tracking during and following completion of the program	Within 1 years

Description of the Approach	Tasks/Activities needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (Specific)	Methods of Assessment	Timeline
Tutors for AwD students enrolled in programs	Tutors are needed to support AwD students as they enter programs to support their success and transition to other programs,	6 job/Ed coaches w/ special training to assist AwD	Depending on experiences, but starting at \$18-20/hr for 30 hours/week	MCCCD	Annual evaluations	Within 1 year
Coordination of all AwD resources	Coordination efforts would improve student and parent access and knowledge of programs	Project Coordinator	See Obj 3	MCCCD		
Software for AwD and technology resources	Computers and licenses software specifically designed for Adults with Disabilities would be needed to support the program, as well as an ADA approved lab space	Computers Desks Licensing	\$175,000	MCCCD	Student surveys and use of space/resources	Within 1 year
Software or a secured site for integrated communications for AwD students	This shared information would be made available to all AwD programs, K-12-14	Software	\$200,000 for initial startup with expected on-going costs.	All Partners	Student records and enrollments, demonstrating collaborative efforts	Within 1 year
Instructional materials for AwD classes	These classes would need materials specifically designed for AwD	Books and general classroom materials, printers, etc.	\$20,000 for AwD program(initial set up costs) 25,000/ year after	MCCCD	Student surveys	Within 1 year

## Objective #6: Professional Development



Plans 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.

### OVERVIEW

The responses to this objective are arrayed differently from those of the first four objectives. Because all faculty and other staff in all the disciplines (Basic Skills, ESL, Adults with Disabilities, and Short-term CTE) can profit from most of the workshops or classes in various aspects of professional development; the opportunities currently and/or potentially available to faculty and staff in general will be discussed first. Then, specific opportunities will be discussed.

As mentioned earlier in the report, an ongoing Adult Education Consortium in the area could be implemented to affect all areas of alignment and integration as well the Educational Pathways identified by each work group. This consortium could also meet the needs of the programs and schools in terms of providing, identifying, or supporting opportunities for professional development that will aid in program integration and improve student success and outcomes.

To support professional development, all the schools in the consortium could be encouraged to attend each other's professional development activities, as well as to identify needs and to task the consortium with creating professional development activities in the area, or to stay abreast of the professional development activities in the state that might be of interest to the partners within the consortium.

Currently, these are the programs available to all adult educators. Finding funding for attendance at these programs is a challenge.

### MCCCD – Institutionalized Professional Development

#### MiraCosta College's Professional Development/Flex Program

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 receives two hours of paid professional development per each lecture hour equivalency they teach, not to exceed forty hours per academic year.

The Flex obligation is 60 hours for full-time instructional faculty members. Each full-time faculty member also has available \$600 a year to use for conferences and travel expenses. The PDP Committee also has travel funds available for both full-time and associate faculty members. Currently, participation in the Flex program is still optional for associate faculty, and associate

faculty 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.

Workshops are offered in the areas of:

- College readiness
- Technology use and integration to expand instruction
- Contextualized or accelerated teaching and learning
- Intercultural competence among faculty, administrators, and staff
- Team-building
- Critical thinking
- Problem solving
- Study skills
- Soft skills
- Career Assessment

**Examples of MCCCDC Workshops for Professional Development:**

Behavioral Intervention Teams – What is Their Role?	DSPS Students and STEM Majors
MCCCDC Library: Where There Is Always Something New	POT Workshop: Student Engagement Online
Experiential Learning Outside the Classroom	Using Computer Webcams for Student Projects
TPS: Think-Pair-Share (or Peer Instruction)	San Diego Regional Service Learning Workshop
Boys and Girls Club: An Afternoon of Service	POT Workshop: Skills & tools for online instruction
QPR: Question, Persuade, Refer Suicide Prevention	The Veteran Experience at MiraCosta
Internet Basics for Educators	Re-Entry: The Combat Veteran & Reconnecting
Supervising Classified Employees	Welcome Home: Veterans on Campus
What’s New in Blackboard: Expanded Basics	Las Cafeteras Community Concert
Reverse-Engineering Your Course	Screencasting Tools for Educators
Technology for Pedagogy's Sake	NCHEA Sundowner
Flex I: The Program	Screencasting Tools for Educators

MiraCosta College has a very robust system of Professional Development in their Flex program, available to both full-time and associate faculty and that should be available to all K-12 consortium partners. While there are many challenges that will be encountered as consortium members discuss and develop pathways to achieve this goal, among them: district policies; financial resources available; available space in the program, open access would be best.

## K-12 Professional Development Models

The funding, reasons for, and support of professional development for K-12 teachers is very different than those for community college faculty, staff, and programs. Professional development opportunities tend to be aimed at increasing the number of trained faculty in a particular area or for a particular pedagogical strategy so that a small number of teachers, using a small amount of resources, can receive the training and bring it back to their colleagues. An example of this is the professional development opportunities given to teachers through SDUHSD:

The San Dieguito Union High School District provides staff development for teachers who provide instruction in grades 7-12. Over the past two years, the large majority of this professional development has been focused on the transition to the Common Core Standards and the Smarter Balanced Assessment Test. The district employs three full-time Teachers on Special Assignment (ToSAs). Each one focuses on different subject matter. The district also employs six part-time ToSAs. These special assignment teachers provide workshop centered on their focus. These workshops are mandatory at times, and all of the ToSAs are available to teachers on an individual basis to assist in the transition to the new standards. Again, please note that these resources are focused on the 7-12 curriculum, and are not provided for the adult program. However, two of the teachers out of the three in the San Dieguito Adult High School work for the continuation high school in the district, and consequently do receive professional development opportunities because of this. As a result, there is information that reaches the Adult High School. However, there is no professional development provided specifically for the San Dieguito Adult High School.

The six part-time ToSAs for 7-12 are focused on either math (4) or English (2) and the transition to Common Core Standards. Also, one of the three ToSA's outlined above is assigned to working/ advancing efforts for English Language Learners, which is sometimes can relation to College Readiness. Two of the teachers in the adult education program have access to information regarding the district's transition to Common Core Standards as a result of their position as teachers at the high school level. The Common Core Standards focus on college readiness skills, so the access that the two teachers have to the ToSAs and workshops can ultimately benefit the adult program as well.

Other professional development opportunities are available on an individualized basis. For example, when a teacher or professional within the district wishes to attend a conference, they may ask if funding is available for this. These requests are granted if appropriate and possible. Again, there is no funding for professional development for all of the K-12 partners.

In the interest of supporting the professional development efforts and opportunities for all adult education programs in the region, the recommendation is once again that teachers, faculty, staff, and administrators in all programs have access to some, if not all, the same programs and agencies supporting professional development. In other words, people working in noncredit programs need to be trained on some of the same issues as the k-12 instructors so that they are prepared to deal with those same students should they make their way into the adult education programs, just as noncredit and other adult education instructors need to be trained on the developments in college programs so that they may better prepare their students for that transition, should they choose to pursue it.

## Other Professional Development Programs

### **Outreach and Technical Assistance Network (OTAN)**

In addition to the College Flex program for professional development, the Noncredit ESL program utilizes WIA grant funds for curriculum meetings, group assessments, for faculty to attend regional and state conferences and workshops, and workshops identified by faculty/staff needs assessments. Additionally, two Noncredit ESL faculty members are Technology Integration Mentor Academy (TIMAC) mentors and provide both one-on-one and small group instruction to integrate technology meaningfully.

OTAN is an important option for professional development opportunities. OTAN offers both online and face-to-face workshops for adult educators and staff throughout California. Funded through the California Department of Education, OTAN's staff development classes, online workshops and course materials are provided at no cost to the school or individual.

Two full time ESL faculty and one associate faculty have been trained by OTAN at their Technology Integration Mentor Academy and are certified TIMAC mentors. They currently serve as technology mentors for all faculty in noncredit programs.

From the selection of classes OTAN offers, staff can learn how to retrieve educational materials or collaborate with colleagues across the state, how to create classroom activities using word processing and spreadsheet programs, or how to create podcasts, web pages, digital movies and blogs. All of the workshops are planned to fit a wide variety of skill levels so everyone benefits.

### **Examples of OTAN Workshops for Professional Development:**

Workshop titles	
ALOE Participants Meeting	Creating Web Sites - Wix and Google Sites
An Online Presence for Teachers	Data + Mail Merge = Magic!
Apps for Administrators & Teachers: How Your Phone or Tablet Can Make You More Productive	Create Quick and Easy PowerPoint Slide Shows for Instruction
College Transition and Career Development Orientation	ePortfolios for Empowered Students and Happy Teachers - A Pilot by OTAN
Community of Online Learning (CMOL)	Digital Literacy and Citizenship Toolkit
Creating a High Quality Online Course	Distance Learning - Open Forum
Distance/Blended Learning - Guest Speaker	EL Civics: Digital Literacy & Internet Safety
Create FREE Online Quizzes	

The emphasis in OTAN training is always on the meaningful integration of technology and teaching. This system of technology-enhanced instruction should be at all consortium sites.

### **California Adult Literacy Professional Development (CALPRO)**

CALPRO is yet another option for professional development that can be utilized by all consortium members. The mission of CALPRO is to foster continuous program improvement through a comprehensive, statewide approach to high-quality professional development for the full range of adult education and literacy providers working in agencies funded by the California Department of Education.

The ultimate goal of CALPRO in providing professional development opportunities for adult educators is to enhance student-learning gains and to help adult learners meet their goals as productive workers, family and community members, and lifelong learners.

To accomplish the above goal, CALPRO has set the following overarching objectives:

- To plan and provide high quality professional development in collaboration with CDE, other State Leadership Projects, and local service providers;
- To encourage and support the development of Communities of Practice and Professional Learning Communities; and
- To improve the quality of instruction delivered to adult learners and, ultimately, to enhance learner outcomes.

*(Taken from CALPRO's website)*

CALPRO offers workshop in the following areas and topics: ABE/ASE, Cultural Diversity, Distance Education, ESL, Family Literacy, Instructional Strategies, Transitions, and Workforce.

## **Adults with Disabilities**

Three of the secondary school districts in the CNCAEC are also members of the Special Education Local Plan Area (SELPA), the North County Consortium for Special Education (NCCSE). As stated on its website, NCCSE provides the following services to its member school districts,:

- Staff development activities and parent education
- Program specialist services
- Help when responding to needs of parents and special education students
- Unification of common needs
- Help to identify unique needs within local school districts
- Legal and technical assistance
- Awareness and dissemination of current best practices
- Creating a forum for problem solving

It is envisioned that increased collaboration between MiraCosta College and NCCSE can provide professional development opportunities for MCCCCD staff as well as promote the development of a process for articulating student needs between high school and MCCCCD faculty. Full-time faculty, associate faculty and hourly employees can access the NCCSE sponsored professional development opportunities through the MCCCCD Flex program. NCCSE staff hold regularly scheduled Professional Learning Communities (PLCs) throughout the year. PLCs focus on supporting students with Learning Disabilities, Speech/Language needs, Vision and Hearing needs, Autism as well as those that require occupational therapy and/or assistive technology support. Also, NCCSE staff could assist in establishing a process for articulating student information between high school districts and MCCCCD. NCCSE works with its members to standardize, to the extent possible, how information is articulated and disseminated among districts. Having an active relationship with 3 of the 4 consortium members, NCCSE is in a position to lend its expertise to CNCAEC efforts.

## Short-term CTE

FLEX workshops are hosted by faculty, administrators or guest at MCCCCD help to ensure teamwork, improvement, and access to best practices. These workshops are open to all FT and PT faculty in credit and noncredit programs at MCCCCD with an added incentive of a stipend. Including CTE – beneficial opportunities within FLEX options will be crucial.

### ***Individual District PD:***

Each participating entity must create a group of professional development opportunities that align with CTE standards. These PD's will allow for formal application of principals already in use by many teachers throughout the disciplines currently offered.

### ***Individual PD for Instructors:***

Teachers must expand out of their routines to include professional development from areas outside of the education field. Important in all disciplines, but especially important in CTE that instructors spend time in their disciplines currently working through the emerging knowledge and tools of their industries. This time spent at industry partners will aide in ideas in the classroom from instructor experience and observation in addition to topics covered during Professional Developments.

### ***Administrative PD:***

Development via job market needs and employee feedback to build recognition and support for class and degree areas in CTE.

### ***Industry & Technical PD:***

Teacher's and educational counselors need to be exposed to and develop a deeper understanding of the region's key industry clusters and their relationship to CTE's career pathways. This professional development would require partnering with the region's industry leaders and organization to expose and educate CTE teachers and counselors to emerging employment skills needed in the region.

### **Professional Development opportunities will be in the following industry sectors of CTE:**

Accounting, Automotive, Child Development, Education, Computer Programming, Physical Fitness, Nursing, Social Media, and Business. These PD's 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.

**Table 6.1**

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

6.1 Current Professional Development			
Topic	Professional Development/Strategy	Program Areas Addressed	Estimated Cost to implement consortium wide Timeline
Multiple professional development topics	Participation in MCCCCD's Flex Program by all full time faculty	All Areas	Approximately \$3,200 per full time faculty member from programs and partners other than MCCCCD. This is an annual cost.
Professional development topics in the area of distance education for adult learners and adult literacy	Participation in OTAN and CALPRO professional development opportunities for faculty in all programs	Curriculum	Approximately \$3,200 per full time faculty member from programs and partners including MCCCCD. This is an annual cost.
K-12 Professional development	Professional development in the K-12 is specific to needs as they present. An example of this would be training on Common Core standards for K-12 teachers	Curriculum	These costs are determined on an as needed basis by the K-12 districts and depend on their annual budgets. This is an annual cost.
SELPA and NCCSE	K-12 AwD programs have access to training and conferences provided by these groups. All AwD programs should be attending these trainings and conferences	AwD	Approximately \$3,200 per full time faculty member in the AwD program(s). This is an annual cost.

**Table 6.2**

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

6.2 Collaborative Professional Development Plan			
Topic	Professional Development/Strategy	Program Areas Addressed	Estimated Cast to implement consortium wide Timeline
Curriculum	Consortium members would attend and occasionally host professional development workshops that include learning about and research on best practices about curriculum types, models (traditional and accelerated), and implementation for AHS programs	The need to have current and applicable curriculum that meets student needs and provides opportunities for career or college success.	\$40,000 total These numbers are annual ongoing expenses.
Curriculum Delivery	Consortium members would attend and occasionally host professional development workshops that include learning about and research on best practices about modes of delivery and success rates - including but not limited to: Distance Education, Online Courses, Hybrid Courses, Independent Study, Face-to-Face courses, as well as acceleration models.	The consortium needs to be able to respond to student demand at different levels. Students may need courses through multiple modalities, and one or more may provide higher success than current offerings alone.	\$40,000 total
Progress Indicators and Outcomes	Consortium members would meet up to 4 times per year to review program indicators and consider data from student outcomes (SLO/PLO). Data analysis will be performed and options considered based on data and trends for the future.	In order to maintain stability, continue growth in appropriate areas, and track the effectiveness of current programs, outcomes data needs to be analyzed often.	\$16,000 total

Topic	Professional Development/Strategy	Program Areas Addressed	Estimated Cast to implement consortium wide Timeline
Goal Setting and the Evaluation of Progress	Meet quarterly to review and evaluate progress indicators.	all	\$16,000
New Models for Contextualized Learning and Acceleration of Progress	Conferences and meetings to share best practices	all	\$40,000 (for all consortium members)
Leverage the expertise of DSPS Staff	Train faculty and staff on UDL and UDI. Assistance with redesigning syllabi to better increase access for all students. Training staff on various disabilities and accommodations that maybe needed to AwD students and training on how to provide them.	AwD	\$16,000 for all faculty and staff training.
K-12 AwD students transitioning to adult education programs	Quarterly for AwD faculty and staff with DSPS representation, DOR, RC, and K-12 faculty and staff to discuss access to post-secondary education and employment.	AwD	Funding for up to 10 people from each district in the consortium for 2 hour meetings each quarter. \$17,000 annually
Services and Support needed for AwD in college	Annual partner event and advisory committees that include Work Ability coordinators, DOR staff, RC staff, parents and DSPS staff	AwD	\$20,000
AwD Teaching strategies	Local K-12 districts and community colleges to meet semi-annually to discuss what & how to teach with courses where AwD are enrolled.	AwD	Funding for up to 10 people from each district in the consortium for 3 hour meetings semi-annually \$15,000 annually
CTE Curriculum	Consortium members would attend and occasionally host professional development and implementation program workshops that include learning about and research on best practices for curriculum types, models (traditional and accelerated),	All Areas	\$8,000 per workshop, 4 per year. \$32,000 annually.



## Objective #7: Leveraging Resources

Plans to leverage existing regional structures, including but not limited to, local work force investment areas.



Within the Coastal North County Consortium area exist several physical structures, as well as some organizations, that the consortium may leverage in the continuing effort to streamline adult education.

Among the existing physical structures are these:

- Boys and Girls Clubs
- City Parks and Recreational facilities
- Chamber of Commerce
  - Carlsbad Educational Foundation is a part of the Carlsbad Chamber of Commerce. They aim to provide increased educational opportunities for all students in the Carlsbad Unified School District by developing and funding impactful programs
  - The Oceanside Chamber of Commerce makes education a top priority. They believe that community collaboration is the defining element of a quality public education system
  - San Diego Regional Chamber of Commerce
    - Del Mar Regional Chamber of Commerce
    - Encinitas Chamber of Commerce
    - North San Diego Business Chamber
- County Libraries
  - Carlsbad City Library
  - Del Mar Public Library
  - Encinitas Public Library
  - Friends of The Encinitas Library
  - Oceanside County Libraries
  - Rancho Santa Fe Public Library
  - San Diego City Libraries including Carmel Valley Library
  - San Diego County 4S Ranch Library
  - Solana Beach Library
- Schools within the Consortium boundaries
- San Diego North Economic Development Council (SDNEDC)
- San Diego Workforce

Among the several existing organizations are these:

- America's Job Centers
- County Office of Education
  - North Coastal Career Center

- County CTE programs
- County Regional Center
- County Social Services
- Employment Development Department (EDD)
- Literacy Coalitions
  - Carlsbad Literacy Program
  - Encuentros Leadership of North County
  - Gear Up Grant Program
  - Oceanside READS
  - San Diego Council on Literacy
  - San Diego County - Everyone's a Reader
- State Department of Rehabilitation (DOR)

## Elementary and Secondary Basic Skills

Overall, MCCCCD faculty, staff, and administrators connect to the community through a variety of ways and in many capacities. Many college administrators also serve on local boards, such as the Oceanside Art Museum, City of Oceanside Economic Development, Small Business Development Center, and Oceanside Theatre Company. The institution connects to the community through the many civic events and gatherings it hosts on all three campuses, all of which provide learning opportunities for the community. These events include an annual Martin Luther King celebration, reading festivals, cultural activities, sister city visits, and international film festivals. A free annual science fair geared towards elementary and middle school kids brings over 1000 low-income parents with their children and information on MCCCCD programs is distributed at the fair. In addition, the College's Office of Diversity and Student Outreach routinely interfaces with local community agencies and service organizations for the purpose of outreach, and they represent all areas of the College, including the noncredit programs.

In the area of Elementary and Secondary Basics skills, efforts to leverage existing region structures will focus on those partners whose programs and resources would best match the academic level of the students.

## Classes and Courses for Immigrants

The Noncredit ESL program at MiraCosta College collaborates with the GEAR UP grant program that has as its goal to increase the academic performance and preparation for the postsecondary education starting with students in middle school who come from low income, first generation college students. Through this collaboration, the GEAR UP program has asked for assistance to have the Community Learning Center work with the parents of the GEAR UP students who need to learn English and get their high school diploma.

A strong partner in increasing the literacy of the community has been the San Diego Council on Literacy program. The Noncredit ESL program at MCCCCD has an instructor who represents the program on the Council. Through their monthly meetings with organizations and programs that focus on literacy in San Diego County, MCCCCD is able to provide information on the program as well as get information on events and resources available to MCCCCD students and the community to improve their literacy.

Another organization that the MCCCCD works very closely with is the Encuentros Leadership of North County. The Encuentros Leadership was organized in 2003 to address the alarmingly high school dropout rates of Latino males and focuses on encouraging and supporting boys of Latino descent to achieve optimal performance in education. Every year, the college hosts the Encuentros conference with over 600 middle school and high school Latino boys who learn about MCCCCD programs and attend classes to learn about career choices and postsecondary education.

The MiraCosta College Community Learning Center staff also work closely with the college's Career Studies and Services department to empower students to make informed intentional career decisions. A Career Expo is held each year at the Center and a job fair is also coordinated yearly at the college. Students have access to a Career Counselor five days a week and student resources are available online through the college that helps students find a job, prepare a resume, and learn more about career options and opportunities.

The OUSD ESL program takes a collaborative approach to English Literacy and Civics Education by leveraging existing regional structures. OUSD has focused on bringing parents into our English Literacy program and are encouraged to transfer to MCCCCD Learning Center, however there are additional strategic groups within the district that could be partnered with to recruit and expand all ESL student populations. They are Migrant Parent Organization (PAC), district English Language Advisory Group (DELAC), and CBET Coordinators at our school sites.

Currently we are working with our sites to better serve second language parents and work collaboratively with sites to identify parent and community members who would benefit from all the regions adult education program.

The San Dieguito Union High School District ESL program currently utilizes a number of regional structures in our area for courses in the fee-based San Dieguito Adult School. These structure include some of the schools in the San Dieguito district: Canyon Crest Academy, Earl Warren Middle School, La Costa Canyon High School, Oak Crest Middle School, San Dieguito High School Academy, Sunset High School and Torrey Pines High School. They also use many other structures in the communities surrounding the district and served by the San Dieguito Adult High School Diploma Program. These structures include: Carmel Creek Elementary School, Carmel Valley Boys & Girls Club, Carmel Valley Library, Carmel Valley Recreation Center, Del Mar Powerhouse Community Center, Encinitas Community Senior Center, Encinitas Library, Encinitas Ranch Golf Course, Fletcher Cove Community Center, La Colonia Park and Center, Russell Studio, and St. Peter's Episcopal Church. Of course, there are many other existing structures in the community that could be approached and perhaps willing to work with our programs. However, these organizations and structures have already shown a willingness to work with other programs.

Finally, a more comprehensive partnership with Migrant Ed would benefit adult learners. The Migrant Education Program (MEP) is a federally funded program, authorized under the No Child Left Behind Act (NCLB). MEP is designed to support high quality and comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves. California's MEP is supported by both federal and state laws.

A child is considered "migrant" if the parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries and whose family has moved during the past three years. A "qualifying" move can range from moving across school district boundaries or from one state to

another for the purpose of finding temporary or seasonal employment. A young adult may also qualify if he or she has moved on his own for the same reasons.

## **Adults with Disabilities**

Through Trailer Bill Language implemented in 2011, Regional Centers were given the opportunity to enhance services and supports in the area of postsecondary education for students wanting to pursue postsecondary education. Through increased partnership with Regional Center and service providers supporting students, more IDD adults would have access to in-class and outside class support, increased support in advocating for needs and in navigating campus, disability disclosure to increase access to reasonable accommodations, class selection to align with vocational interests, and overall acceleration in academic success.

Currently, SDUHSD partners with many local businesses for transition services and Workability I, funded by Department of Education and for Adults with Disabilities. Community Colleges have the opportunity to partner with DOR to develop a Workability III program that would create a mechanism for supporting students with disabilities in employment and internship opportunities. In San Diego County, two community college districts have a Workability III grant with none existing in the North Coastal area. Leveraging this structure would create more career pathways for students and maximize existing resources available through partnership.

Partnership with the North San Diego Business Chamber and San Diego Workforce Partnership would increase access to the employer community who are hiring individuals in the San Diego identified in-demand fields such as healthcare, life sciences, etc. San Diego Workforce Partnership also has a number of training programs through their Eligible Trainer Provider List (ETPL) that could serve as a mechanism for students on campus to access training or the potential for vocational training programs to be developed on the college campus. In addition, America's JobCenter (formerly Career Centers) has computer labs and space that could be utilized to provide adult education and vocational teaching.

San Diego County has regional quarterly meetings made up of K-12, DOR, SDRC, and disability service providers to discuss the needs of students in K-12 transitioning from school to adulthood. The development of a similar structure to include DSPS representation, DOR, RC, and K-12 could build upon this model increasing access to postsecondary education and employment for adults with disability.

Currently, there is a conference held in San Diego specifically for Workability I Coordinators statewide, DOR staff, RC staff, parents, and individuals with disabilities. The addition of DSPS and/or community college faculty staff would encourage more conversation on the topic of education as a path to employment. In addition, an Advisory Team made up of community partners could increase the knowledge base of all on services and supports needed in college.

## **Short-Term Career Technical Education**

Industry Partnerships are a valuable way to use current industry aligned facilities and equipment to teach skills that have real-world and direct application. Industry partners also provide for potential entry level job positions from attending courses at the Partners. Industries in San Diego include Computer Programming, Game Design, Television Production, Bio Technology, Manufacturing, Maritime Technology, Business and Finance, Automotive, Graphic Design,

Architecture, Tourism, Government Contracting. Building and using these partnerships is an excellent way to create pathways that connect students to their industries and the industries to education.

Expanding on existing programs will include using high-school facilities within the district that feature CTE courses that align with career and degree pathways locally and abroad. Students attending schools within the district are enabled with the power of attending a “School” for courses with aides with student buy-in and course completion. Courses that do not have facility specific needs have opportunities to expand to structures such as Carlsbad, Oceanside, Rancho Santa Fe, Solana Beach, Encinitas, San Diego County 4s Ranch, and Del Mar Libraries for courses. Additional structures that meet needs of various CTE courses include the County Office of Education and Industry Partners at businesses.

Non-profit regional economic development organizations like San Diego North Economic Development Council (SDNEDC) have a strong connection to the region’s leading employers and make a natural partner in facilitating a discussion with employers on their talent and training needs. SDNEDC would be a valuable partner in helping to develop employer advisory panels that provide feedback on new or current CTE programs, as well as a resource for better understanding the changing regional economy and its key industry clusters. SDNEDC along with local chambers of commerce in the region could be a valuable resource to assist CTE programs.

## Programs for Apprenticeships

The regional structures that might be engaged to support programs for apprenticeships are those that could lead to job training, or to support industries in need, as identified by the BW report in Objective 2. More research in this area is needed.

## Consortium Plans

### **Future plans for outreach by the consortium members to existing regional structures:**

Outside of the structures that are listed above, there are currently very few known resources in this region. However, this does not mean that these resources do not exist. There are a handful of programs currently provided by the county libraries in the Encinitas, Cardiff, Solana Beach and Carmel Valley areas that could be considered good resources and ultimate partners in our program. For example, at various libraries, there are existing programs currently offered that could easily apply to Adult Education. These programs include:

- Libraries Empower All to Read Now (LEARN) Literacy Program (Vista Library currently, but perhaps could be expanded with interest)
- San Diego Adult Literacy READ Program (Again, the program currently does not exist in the Coastal North County, but it does exist, and could be expanded with interest.)
- Computer assistance at various levels
- Language classes
- Various writing classes
- Homework assistance
- Author presentations
- Citizenship courses

While researching for existing regional structures and programs, it became apparent that the Coastal North County does not have a wide-range of availability of current programs that fit easily into our consortium's needs.

Consortium members, meeting with advisory board members and other stakeholders will learn about the existence of other structures and will begin to develop partnerships that will serve to streamline Adult Education within the boundaries of the Coastal North County region. Over time, a thorough exploration of the current, existing regional resources should be completed, as there are definitely possibilities. Outreach efforts can be designed once additional resources are identified. During the next quarters, the workgroups will endeavor to discuss with various stakeholders potential physical and organizational structures.

**Positioning of the Coastal North County Consortium to be responsive to economic needs and to be stronger and more effective:**

As mentioned several times above, an on-going regional consortia group could be very effective in position the partners in this region for more impactful offerings and collaboration for adult education. To be stronger and more effective, we must have a platform for collaboration and dialogue and the resources needed to implement ideas, changes, and improvements to all programs and in all the areas defined throughout this report. We also need on-going data from groups such as BW so that we may make data driven decisions about the needs in our area.

**Table 7.1**

7.1 Leverage of Existing Regional Structures from Partners					
Partner Institution Supporting Regional Consortium	Program Area to be Addressed	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s)*	Partner Contributions	Timeline
Local businesses often have employment needs that could be met through our consortium	Elementary and Secondary Basic Skills	In order to position our consortium to be responsive to economic needs, as well as continue looking for ways to be stronger and more effective, information must be constantly analyzed about our effectiveness in the community  Ongoing financial support of the Gap Analysis to determine areas of need as well as areas that are successfully being met	MCCCD, SDUHSD, CUSD, OUSD	Annual cost of Gap Analysis is split between consortium members	Annually
County libraries	Classes and Courses for Immigrants	Initiate contact with local area libraries. ESL instruction can be offered at various libraries	MCCCD, SDUHSD, CUSD, OUSD	County libraries offer rooms for instruction	Annually
Regional Centers	AWD	Referrals	All districts	Staff time, class aides are program-funded staff	Annually
Dept. of Rehabilitation	AWD	Work Ability III, C2C	MCCCD	Career pathways for students	
San Diego North Chamber of Commerce and San Diego Workforce Partnership	AWD	Access to the employer community who are hiring individuals in the San Diego identified in-demand fields such as healthcare, life sciences, etc.	MCCCD	facility, PC lab	
Regional Centers	AWD	Referrals	All districts	Staff time, class aides are program-funded staff	Annually
There are numerous local agencies that could benefit from our students in their workforce.	CTE	Gap Analysis needed to determine areas of need and areas being met.  Regular analysis of local business needs and will assist programs in effectively in providing well-prepared students for the Workforce.	MCCCD, SDUHSD, CUSD, OUSD	Annual cost of Gap Analysis is split between consortium members.	Annually

\*Consortium members who will be the users of the contribution

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



Appendix A: Employer Toplines



Adult Education AB 86

Employers (n=213)

August-September 2014

Version 1.0

San Diego County & North County Coastal Over-sample

Employer Preliminary Toplines

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Introduction:

Hello, my name is \_\_\_\_\_. May I please speak to someone involved with planning or staffing at [organization]?

[IF NEITHER A PLANNER OR SOMEONE WITH STAFFING IS AVAILABLE] Can I speak to a decision maker at your location?

Hello, my name is \_\_\_\_\_ and I'm calling on behalf of the Coastal North County Adult Education Consortium. The Coastal North County Adult Education Consortium needs your input in a short interview that will be used to develop a stronger response to supporting employers in San Diego.

(If needed): The interview is being conducted by BW Research, an independent research organization, and should take approximately ten minutes of your time.

(If needed): Your individual responses will not be published; only aggregate information will be used in the reporting of the survey results.

.....

## Screener Questions

A. Are you involved in staffing or hiring decisions at your firm or organization?

**100.0% Yes**  
**0.0% No [TERMINATE]**  
**0.0% Not sure [TERMINATE]**

B. Does your company or organization have one or more locations in San Diego County? [IF YES) How many locations?

**58.2% 1 location in San Diego County**  
**18.3% 2 to 4 locations in San Diego County**  
**23.5% 5 or more locations in San Diego County**  
**0.0% Don't know/ Refused**

C. What is the zip code of your current location in San Diego County?

**100.0% Enter zip code**  
**0.0% Not in San Diego County [TERMINATE]**  
**0.0% Not sure [TERMINATE]**

D. Which industry would you most closely identify with? [DO NOT READ, ALLOW MORE THAN ONE RESPONSE] (Multiple Responses Permitted - Percentages May Sum to More than 100%)

**14.6% Building and design (includes construction, architecture and engineering)**  
**14.1% Professional, scientific and technical services (including consulting)**  
**10.8% Healthcare services**  
**10.8% Retail**  
**8.5% Manufacturing**  
**8.0% Education services**  
**6.1% Finance and insurance**  
**5.2% Information or ICT**  
**4.2% Food and accommodation services**  
**4.2% Real estate**  
**3.3% Business support services (includes employment and management services)**  
**2.8% Warehousing and wholesale**  
**13.1% Other – No single category over 2%**  
**0.0% Don't know/ Refused [TERMINATE]**

.....

**SECTION 1 - Organization-Related Questions**

I'd like to begin by asking you a few general questions about your firm and your current employees. For this survey, please only answer for your current business location in San Diego County. If your firm has other locations, please do not include their data.

1. Including all full-time and part-time employees, how many **permanent and temporary** employees work at your location? (Do not accept 0 as a response for Q1)

- 19.2%** 1 to 5 employees
- 20.7%** 6 to 10 employees
- 18.8%** 11 to 24 employees
- 10.3%** 25 to 49 employees
- 4.7%** 50 to 99 employees
- 10.3%** 100 to 249 employees
- 14.6%** 250 or more employees
- 1.4%** Don't know/ Refused

2. If you currently have [TAKE Q1 #] full-time and part-time **permanent and temporary** employees at your location, how many more or fewer employees do you expect to have at your location **12 months** from now?

**Breakdown:**

- 32.9%** More
- 4.7%** Fewer
- 58.2%** (DON'T READ) Same number of employees
- 4.2%** (DON'T READ) Don't know/ Refused

**Expected Employment in 12 months**

**(Calculated by only examining businesses with both current and projected data)**

	<u>Current</u>	<u>12 months</u>
<b>N</b>	<b>186</b>	<b>186</b>
<b>Mean</b>	<b>66.47</b>	<b>68.69</b>
<b>Median</b>	<b>12.00</b>	<b>13.00</b>
<b>Total Employees</b>	<b>12,363</b>	<b>12,777</b>
<b>Change</b>		<b>414</b>
<b>% Growth</b>		<b>3.3%</b>

[If amount differs by 10% or more in either direction, ask: ]

Just to confirm, you currently have \_\_\_\_ employees and you expect to have \_\_\_\_ (more/fewer) employees, for a total of \_\_\_\_ employees 12 months from now.

## SECTION 2 –Hiring Challenges & Assessment

Now, I would like to ask questions about positions at your current location that typically require less than a four-year degree of college.

3. Of the \_\_#Q1\_\_ full-time and part-time employees who work at your location, how many typically require less than a 4-year college degree as their expected level of education for employment?

- 11.3% No employees that require less than a 4-year degree**
- 10.8% 1% to 24% of employees require less than a 4-year degree**
- 11.3% 25% to 49% of employees require less than a 4-year degree**
- 20.2% 50% to 74% of employees require less than a 4-year degree**
- 43.2% 75% to 100% of employees require less than a 4-year degree**
- 3.3% Don't know/ Refused**

4. What are the primary occupations or positions that you employ at this location that typically have less than a 4-year college degree as their expected level of education for employment? [DO NOT READ: ACCEPT MULTIPLE RESPONSE, RECORD VERBATIMS]

(IF NEEDED: For this question, we are just looking for you to identify general occupational categories that you employ at this location, that typically require less than a 4 year college degree) (Multiple Responses Permitted - Percentages May Sum to More than 100%) (n=182)

- 47.3% Administrative or clerical support workers**
- 41.2% Technicians, assemblers, or machine operators**
- 38.5% Customer service and/or sales workers**
- 31.9% Cleaners, helpers or laborers**
- 19.2% Managers or supervisors**
- 14.8% Craft and related trades workers**
- 3.3% Other – No single category over 2%**
- 1.6% (DON'T READ) Depends on occupation**
- 1.1% (DON'T READ) Have not hired entry-level recently**
- 0.5% Don't know/ Refused**

5. Thinking about these *positions where the workers typically have less than a 4 year college degree*, that you hire at your location, how much difficulty does your company have finding qualified applicants who meet the organization’s hiring standards? (n=182)

**45.6%** Little to no difficulty

**37.9%** Some difficulty

**10.4%** Great difficulty

**6.0%** Don't know/ Refused

6. Please tell me how important the following items are when considering candidates for positions at your firm that do not require a 4 year college degree: Extremely important, important (IF NEEDED, just important), or not important. (n=182)

RANDOMIZE

	<u>Extremely important</u>	<u>Important</u>	<u>Not important</u>	<u>It depends</u>	<u>Don't know/ Refused</u>
<b>A. An industry recognized credential or certificate</b>	<b>13.7%</b>	<b>33.5%</b>	<b>44.5%</b>	<b>6.6%</b>	<b>1.6%</b>
<b>B. At least one year of industry related work experience</b>	<b>39.0%</b>	<b>46.7%</b>	<b>8.2%</b>	<b>4.4%</b>	<b>1.6%</b>
<b>C. Ability to speak and communicate with customers and colleagues</b>	<b>59.9%</b>	<b>34.1%</b>	<b>3.3%</b>	<b>1.1%</b>	<b>1.6%</b>
<b>D. An Associate degree</b>	<b>4.9%</b>	<b>22.0%</b>	<b>64.3%</b>	<b>6.6%</b>	<b>2.2%</b>
<b>E. Ability to write and document complex information</b>	<b>29.1%</b>	<b>40.7%</b>	<b>21.4%</b>	<b>6.6%</b>	<b>2.2%</b>
<b>F. Ability to use technology and learn new technology tools and applications</b>	<b>31.3%</b>	<b>41.2%</b>	<b>19.2%</b>	<b>6.6%</b>	<b>1.6%</b>

<b>G. Ability to work with others and contribute as part of a team</b>	<b>69.2%</b>	<b>27.5%</b>	<b>1.1%</b>	<b>0.5%</b>	<b>1.6%</b>
<b>H. Technical training and expertise specific to the position they are applying for</b>	<b>29.7%</b>	<b>53.8%</b>	<b>11.0%</b>	<b>3.8%</b>	<b>1.6%</b>

[ONLY ASK IF Q6 = “Extremely important” OR “Important” FOR EACH ITEM]

7. Now, thinking about those candidates or recently employed workers for positions at your firm that do not require a 4 year college degree, how often are they deficient for each of the following items: often deficient, sometimes deficient, or seldom or never deficient.

<b>RANDOMIZE</b>	<b>Often deficient</b>	<b>Sometimes deficient</b>	<b>Seldom or never deficient</b>	<b>Depends</b>	<b>Don't know/ Refused</b>
<b>A. An industry recognized credential or certificate (n=86)</b>	<b>8.1%</b>	<b>38.4%</b>	<b>39.5%</b>	<b>8.1%</b>	<b>5.8%</b>
<b>B. At least one year of industry related work experience (n=156)</b>	<b>10.3%</b>	<b>37.2%</b>	<b>44.9%</b>	<b>3.8%</b>	<b>3.8%</b>
<b>C. Ability to speak and communicate with customers and colleagues (n=171)</b>	<b>11.1%</b>	<b>40.4%</b>	<b>42.1%</b>	<b>3.5%</b>	<b>2.9%</b>
<b>D. An Associate degree (n=49)</b>	<b>12.2%</b>	<b>44.9%</b>	<b>26.5%</b>	<b>6.1%</b>	<b>10.2%</b>
<b>E. Ability to write and document complex information (n=127)</b>	<b>16.5%</b>	<b>36.2%</b>	<b>42.5%</b>	<b>2.4%</b>	<b>2.4%</b>
<b>F. Ability to use technology and learn new technology</b>	<b>16.7%</b>	<b>39.4%</b>	<b>37.1%</b>	<b>3.8%</b>	<b>3.0%</b>

<b>tools and applications (n=132)</b>					
<b>G. Ability to work with others and contribute as part of a team (n=176)</b>	<b>8.5%</b>	<b>34.7%</b>	<b>49.4%</b>	<b>4.5%</b>	<b>2.8%</b>
<b>H. Technical training and expertise specific to the position they are applying for (n=152)</b>	<b>13.8%</b>	<b>36.8%</b>	<b>40.1%</b>	<b>5.3%</b>	<b>3.9%</b>

8. Are there specific skills or areas of expertise that are difficult to find among job applicants for positions that typically have less than a 4 year college degree, that we have not already discussed?

*Verbatim responses to be provided*

### SECTION 3 – Non-Entry-Level Hiring Challenges & Assessment

Next, I would like to ask about the other positions at your current location that typically require a 4 year degree or more.

9. Thinking about those *positions* at your current location that require a 4 year college degree or more, how much difficulty does your company have finding qualified applicants who meet the organization’s hiring standards? (With employers that indicated 100% of their workforce requires less than a 4-year degree removed) (n=147)

- 39.5% Little to no difficulty**
- 40.8% Some difficulty**
- 12.2% Great difficulty**
- 7.5% Don't know/ Refused**

[IF Q9 = “Some difficulty” OR “Great difficulty) ASK Q10 OTHERWISE SKIP]

10. Are there specific skills or areas of expertise that are difficult to find among job applicants for positions that require a 4 year degree or more?

*Verbatim responses to be provided*

**SECTION 5 – Interest and Support**

11. Next I would like to know your organization’s level of interest in the following training and education programs that could be developed and offered through a community college or local educational facility.

As I read each possible program, please tell me whether your organization would have no interest, some interest, or great interest in the following workforce development programs. (n=212)

RANDOMIZE

	<u>No interest</u>	<u>Some interest</u>	<u>Great interest</u>	<u>Don't know/ Refused</u>
<b>A. Customized "in-house" training for your current employees at your facility</b>	<b>48.1%</b>	<b>36.3%</b>	<b>12.3%</b>	<b>3.3%</b>
<b>B. A certificate program in specific occupational categories offered at a local educational facility</b>	<b>43.9%</b>	<b>39.2%</b>	<b>11.8%</b>	<b>5.2%</b>
<b>C. A training program and coursework for management and supervisors, including performance management and coaching</b>	<b>38.7%</b>	<b>38.2%</b>	<b>20.3%</b>	<b>2.8%</b>
<b>D. A training program and coursework for business communications, including business writing and presentation skills</b>	<b>49.5%</b>	<b>32.1%</b>	<b>16.0%</b>	<b>2.4%</b>
<b>E. A training program and coursework to develop digital literacy and the use of computer applications like Excel in the workplace</b>	<b>46.7%</b>	<b>37.3%</b>	<b>14.6%</b>	<b>1.4%</b>

12. Are there any other areas of training or specific certificates that you would like to see offered at a local training facility which we have not discussed?

*Verbatim responses to be provided*

13. Lastly, would you be interested in advising the local training provider and Community College decision makers on how to best prepare students to work in today’s economy?

[If yes] we will forward on your contact information to the Coastal North County Adult Education Consortium and they will contact you. Your contact information will not be used for anything else.

*Contact information to be provided*

**Thank you for completing the survey. Since it sometimes becomes necessary for the project manager to call back and confirm responses to certain questions, I would like to verify your contact information.**

7. First and Last Name of Respondent \_\_\_\_\_
8. Position of Respondent \_\_\_\_\_
9. Phone of Respondent \_\_\_\_\_
10. Email of Respondent \_\_\_\_\_
11. Name of Company \_\_\_\_\_
12. Company Address (including City) \_\_\_\_\_

**Those are all the questions I have.  
Thank you very much for your time.**

13. Date of Interview \_\_\_\_\_
14. Time of Interview \_\_\_\_\_
15. Name of Interviewer \_\_\_\_\_
16. County \_\_\_\_\_

\_\_\_\_\_

<sup>i</sup> Source for “Need” data comes from the U.S. Census Bureau’s 2012 American Community Survey (ACS).