Coastal North County Adult Education Consortium

CALIFORNIA ADULT EDUCATION PROGRAM

Three-Year Plan

2022–2025

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Coastal North County Adult Education Consortium

Section 1: Consortium Details

Coastal North County Adult Education Consortium (CNCAEC)
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Member Agencies

- MiraCosta Community College District
- Oceanside Unified School District
- Alliance For Regional Solutions, North County Works
- San Dieguito Union High School District
- San Diego Workforce Partnership

CNCAEC Board Members

- John Makevich, MiraCosta Community College District (Chair)
- Manuel Zapata, San Dieguito Union High School District (Vice-Chair)
- Vicki Gravlin, Oceanside Unified School District
- Sara Fox, San Diego Workforce Partnership
- Marylynn McCorkle, Alliance for Regional Solutions

Executive Summary

The Coastal North County Adult Education Consortium (CNCAEC) was established in 2014. Through the Consortium, K-12 school districts with MiraCosta Community College District (MCCD) collaborate to serve the educational needs of adults in our region. The CNCAEC members are MCCD, Oceanside Unified School District (OUSD), and San Dieguito Union High School District (SDUHSD). The CNCAEC Board includes partner representation from the San Diego Workforce Partnership (SDWP) and the Alliance for Regional Solutions (Alliance). While the MiraCosta Community College District serves the communities of Oceanside, Carlsbad, Encinitas, Solana Beach, Del Mar, Rancho Santa Fe, and Carmel Valley, all programs offered by the college (credit and noncredit) are open to the public, regardless of the city of residence.

MiraCosta Community College District has been the primary provider of adult education in the CNCAEC region since 1973. MCCD's Adult Education program is headquartered at the Community Learning Center in central Oceanside, with classes offered throughout the service area. The college has a well-established noncredit program that offers a wide range of educational opportunities, including English as a Second Language (ESL), High School Equivalency Test Preparation and Adult High School, Short-Term Vocational, and classes for adults with disabilities. These programs aim to prepare students for a transition to careers, credit programs, or both.

CNCAEC members are committed to ensuring learners throughout our region have access to equitable Adult Education programs, enabling all students to improve their opportunities for better jobs and lives. MCCD respectfully serves our diverse community of lifelong learners by providing a holistic selection of learning opportunities, enabling and empowering learners to live successfully today and in the future. MCCD offers tuition-free noncredit courses and programs in the following academic areas:

- Adult High School
- English as a Second Language and Citizenship
- Adults with Disabilities
- Short–Term Vocational & Workforce Preparation

MiraCosta College's noncredit division offers its students strong support through tutoring services, a Writing Center, a Math Learning Center, a library, computer labs, a Career Center, counseling services, and child care. MiraCosta has built strong partnerships with the K-12 districts in the region, with a focus on student success and community needs. In

2014, these partnerships were formalized, establishing the Coastal North County Adult Education Consortium.

As we move into the eighth year of the Consortium, a primary goal is to strengthen partnerships with education, workforce, and community partners to continue serving the diverse needs of the Coastal North County Community.

The CNCAEC engaged in a six-month planning process to create the 2022-2025 Three-Year Plan. Through this process, the CNCAEC has identified the following approach and priorities:

1. Create broad and achievable goals that will make a difference for students.

2. Apply research and best practices when analyzing challenges and finding solutions.

3. Engage in continuous improvement with formal reporting processes and an Advisory Group to support informed decision making.

4. Strengthen collaboration and integration between departments, programs, and the community.

5. Increase work readiness and career opportunities for students.

6. Maintain outstanding instructional programs and high levels of Student Services and Academic Support Services to ensure extraordinary educational opportunities in the Coastal North County region.

Through the planning process, the team analyzed data from faculty, Academic Support Services, student enrollment and achievement data, community information, and labor market research. While this planning process identified many opportunities for the consortium, three goals were identified as critical for the next three years:

Goal 1: Address Educational Needs

Strategies:
- Develop ideas for additional college and career preparatory skills courses and certificates
- Identify and define methods for more effectively promoting learning gains and advancement through educational pathways
- Engage in robust marketing and outreach by amplifying our efforts toward student recruitment through a comprehensive marketing design

- Improve communication with students and collaboration with stakeholders to increase student success

Goal 2: Improve Integration of Services & Transitions

Strategies:
- Better integrate district-wide support services for students
- Build on our success of defining ESL pathways maps by creating versions for our other adult education programs

Goal 3: Improve Effectiveness of Services

Strategies:
- Expand effective use of data for program improvement
- Improve physical and technological resources for students
- Increase faculty professional development opportunities and develop accountability tools to evaluate professional development activities

This ambitious but achievable agenda has the potential to enable the CNCAEC to both increase the number of students that we reach and better serve those students with practical educational opportunities that will help them achieve their educational goals.
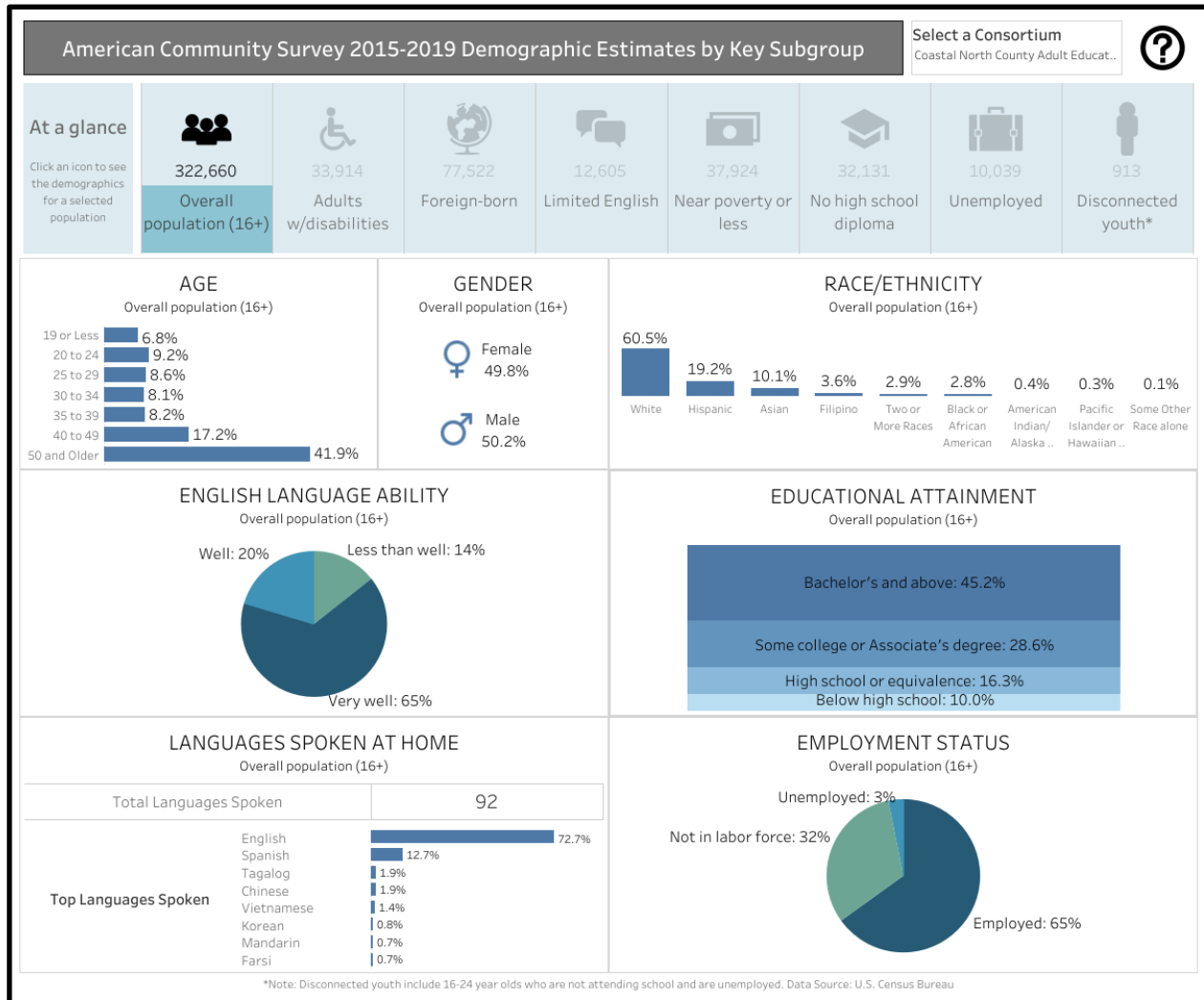
Section 2: Assessment

Overview and Preparation

The CNCAEC started the preparation process for our Three-Year Plan by analyzing the current needs of adult learners in our region. A Goals Library was created to capture and consolidate all education and workforce development goals from a variety of regional plans, including the Strong Workforce Program, San Diego Workforce Partnership, WIOA Title II- Continuous Improvement Plan, MiraCosta College's Adult High School WASC Mid Cycle Review, as well as our 2019-2022 Three Year Plan and annual plans from that same time period. A professionally-facilitated planning retreat was held to gather input from key administrators. Meetings were held with the five Consortium Member representatives, with information provided by the San Diego-Imperial Counties Center of Excellence for Labor Market Research (COE) and San Diego Workforce Partnership's Labor Market Information. Primarily, the San Diego County Labor Market Intelligence Report, released in February 2019, and the North Subregional Profile Special Report were

used to identify industry trends and inform educational program offerings. The CAEP Consortium Fact Sheet was used as a cross-reference tool to validate data in this Plan.

CNCAEC - 2021 Fact Sheet - American Community Survey*

*American Community Survey 2020 Demographic Data by Key Subgroup

For more information and details based by Subgroup please visit: caladulted.org/2021FactSheets

Regional Alignment and Priorities

The CNCAEC continually focuses on aligning to our region's needs through several methods. First and foremost, as part of the three-year planning process, we have created

a Goals Library describing commonalities between workforce development stakeholders in our region and our individual members in order to better understand the gaps in adult education in coastal north San Diego county. Furthermore, CNCAEC's current board members include representatives from San Diego County's Workforce Development Board and north San Diego County's Alliance for Regional Solutions, which include over sixty north county nonprofit organizations, eight north county cities, and the County of San Diego. Likewise, all members regularly participate in regional efforts relating to education, economic, and workforce development.

MCCD's President, Dr. Sunita Cooke, provides leadership for regional and state Strong Workforce efforts. Dr. Cooke also sits on the Board of Directors for the San Diego Workforce Partnership and the San Diego Regional Economic Development Corporation.

MCCD hosts the regional Center for Excellence, which conducts and provides labor market research for the region. Ms. Bea Aguilar and Mr. John Makevich serve on and provide leadership for the San Diego Super Region, the Adult Education Noncredit Workgroup for Strong Workforce efforts in San Diego and Imperial Counties, the Regional Career Education Marketing Committee for Strong Workforce, North County Alliance, and the WIOA Workforce Partnership.

This connection to the workforce has informed CNCAEC's Three-Year Plan with a renewed focus on career opportunities for students. During our planning efforts, the stakeholders reviewed the chart below to identify common metrics that guide our members.

Evaluate the Educational Needs of the Adults in the Region

In north San Diego County, up to 25 percent of adults are in need of educational opportunities in order to prepare for college or new jobs or careers. There is also a growing population of adults with diagnosed disabilities or varied levels of physical or mental ability. Furthermore, the average income within north San Diego County is $80,993. This creates a disproportionate challenge for the adults in need of further education. MiraCosta College is the only comprehensive adult education provider in coastal north San Diego County; it is crucial that we expand our presence and our accessibility in the region in order to meet the high demand for adult education. In particular, we aim to refine and expand our programming pertaining to:

- English language acquisition
- Adult high school diploma or high school equivalency
- Job and career training courses and programs
- Workforce skills preparation
- Educational opportunities for an aging population

Labor Market Information (LMI)

The US Census metropolitan statistical area (MSA) most closely aligned with the MiraCosta College service area boundaries is the "North County West" MSA within the San Diego County region. US Census projections for our MSA suggest that job growth will increase by 5% in the North Region between 2020-2030. The Centers of Excellence for San Diego-Imperial Counties estimates that the average number of annual job openings between 2020 and 2030 for adults with high school diplomas (and/or vocational training) living in North County West will be 1,643, which accounts for 2% of the 85,361 average annual job openings across the North Region, with total job openings in our MSA projected at 39,550.

The top jobs with high earnings that require a high school diploma and/or moderate vocational training in our region are administrative assistants, sales representatives, electricians, carpenters, administrative supervisors, medical secretaries, plumbers, machinists, and police officers.

Regional Demographics

According to data provided by the 2021 CAEP Fact Sheet, there are slightly more than 320,478 adult residents in the CNCAEC service area. Among those adults are 32,843 individuals without a high school diploma, 31,196 living near or in poverty, and nearly 20,000 with limited English. Adults with disabilities account for just under 32,000 students and include anyone over the age of 18 with any self-care difficulty, hearing difficulty, vision difficulty, independent living difficulty, ambulatory difficulty, a veteran service-connected disability, and/or cognitive disability (US Census).

Contributions by Entities

The CNCAEC's Three-Year Plan effort helpfully coincided with our WASC midterm report preparation process; many efforts to gather data and information, and to think more broadly about future goals, were already underway. Throughout the process, we created a Goals Library with other local and regional plans. We also engaged in schoolwide planning efforts through our Continuing Education Work Group that meets biweekly, program leadership meetings with faculty and instructional service staff to discuss curricular and operational planning, along with regular academic department meetings. Other consortium members, including Oceanside Unified School District, San Dieguito Union High School District, Alliance for Regional Solutions, and the San Diego Workforce Partnership, contributed to the plan's creation.

Regional Service Providers

CAEP Member Agencies

Provider Name	Number of Participants in Program Area									Total Participants
	ABE	ASE	ESL	El Civics/ Citizen ship	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre- Appren ticeship	Total Participa nts
MiraCosta College District	141	631	1253	0	172	0	212	0	0	2409
Alliance For Regional Solutions, North County Works	0	0	0	0	0	0	0	0	0	0
Oceanside Unified	0	0	0	0	0	0	0	0	0	0
San Diego Workforce Partnership	0	0	0	0	0	0	0	0	0	0
San Dieguito Union High	0	0	0	0	0	0	0	0	0	0
Total Participants	141	631	1253	0	172	0	212	0	0	2409

Non-CAEP Regional Service Providers

Provider Name	Program Area								
	ABE	ASE	ESL	EL Civics	AWD	K12	CTE	WR	PA
Oceanside Public Library		x	x						
Carlsbad City Library		x	x						
San Diego County Libraries		x	x		x				
North County Libraries		x	x						
Vista Adult School - National External Diploma Program		x							
Pathways Academy Charter School Adult Education		x					x		
SIATech North County Charter School		x					x		
MY Academy		x					x		
National University Virtual High School		x							

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region

Based on the table above, there is a lack of support in particular for ABE and CTE pathways. Further, there is a clear need for expanded educational opportunities for adults

with disabilities. We will continue to pursue an expansion of coursework and/or partnerships to broaden access to basic skills coursework, career education, workforce preparation, and engagement of adults with disabilities.

Section 3: Metrics

CAEP Barriers and Metrics

CNCAEC will monitor the following barriers and metrics throughout 2022 - 2025.

Barriers:
- English Language Learners

Metrics:
- Number of Adults Served (1+ hours)
- Adults Served Who Become Participants (12+ hours)
- Percent of Available Funds Spent

Coastal North County Adult Education Consortium Level Metric Targets

Metric Set	Barrier/Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals*	2022-23 Target	2023-24 Target	2024-25 Target
All	Number of Adults Served (1+ Hours)	3,957	2,912	3,168	3,485	3,659	3,842
Student Barriers	English Language Learner	2,427	1,675	2,108	2,319	2,435	2,557

*YTD 5/23/2022

Member District Level Metric Targets

MiraCosta CCD

Metric Set	Barrier/Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals*	2022-23 Target	2023-24 Target	2024-25 Target
All	Adults Who Became Participants (12+ Hours)	3,246	2,591	2,282	2,510	2,636	2,768

*YTD 5/23/2022

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target

MiraCosta CCD	100%	100%	73%	75%	77%	79%

Section 4: Objectives and Strategies

Address Educational Needs

The following strategies will be implemented in order to address meeting the educational needs of our current and potential students.

- Engage in robust marketing and outreach by amplifying our efforts toward student recruitment through a comprehensive marketing design
- Seek to develop ideas for additional college and career preparatory skills courses and certificates
- Identify and define methods for more effectively promoting learning gains and advancement through educational pathways

Improve Integration of Services & Transitions

The following strategies will be implemented in order to improve the integration of our services and to increase student transitions to for-credit college courses and/or careers.

- Better integrate district-wide support services for students
- Plan to build on our success of defining ESL pathways maps by creating versions for our other adult education programs

Effectiveness of Services

The following strategies will be implemented in order to improve the effectiveness of our services provided to students by lowering barriers which will increase their educational and career success.

- Expand effective use of data for program improvement
- Develop accountability tools to evaluate professional development activities
- Improve communication with students and collaboration with stakeholders to increase student success
- Improve physical and technological resources for students
- Increase faculty professional development opportunities for online teaching
- Provide educational opportunities for faculty focused on examining data from both MIS and TOPSPro and utilizing data to form hypotheses about future program goals

Section 5: Activities & Outcomes

Activity #1

Activity Name	Objective that Applies to this Activity
Create educational maps	Improve Integration of Services and Transitions
Brief Description of Activity and Significance of Activity to Outcome	
Each department develops educational maps that demonstrate typical educational pathways through their programs.	
Short-Term Outcomes (12 Months)	**Intermediate Outcomes (1-3 Years)**
- Multiple educational maps are established for each of the 4 program areas. - Education maps are used to promote program opportunities to prospective students. - Students use individualized education maps that outline pathways to education and career.	- Instructors and counselors are trained in creating program maps, and students and counselors begin to design individualized education maps. - More students are able to connect to additional educational pathways or jobs related to their course of study. - With clearer educational pathways, established time to program completion is reduced.
Proposed Completion Date for the Activity	**Metric Tracked**
6/30/2025	- English Language Learner - Adults who Became Participants - Number of Adult Served
Responsible Position(s) - Bea Aguilar - John Makevich	

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Activity #2

Activity Name	Objective that Applies to this Activity
Develop accountability tools to evaluate professional development activities	Effectiveness of Services

Brief Description of Activity and Significance of Activity to Outcome
Currently, all faculty participate in professional development activities as part of their contract with the college. However, many of these activities may not be related to adult education. Our goal is to develop an organizational/tracking structure for adult education-related professional development and to better curate the available opportunities for faculty. MiraCosta College will be responsible for leading this effort. Key deliverables may include an online tracking system and a working group of faculty to assess learning opportunities. By creating a more organized and curated collection of adult education professional development opportunities, our courses and programs will be more effective at delivering instruction and services tailored to the adult learner. Some of these opportunities currently do and will continue to have a focus on educating the English language learner. This effort will increase the number of adult education-related professional development opportunities, thus increasing the number of faculty participating. In order to make this an effective process, we will seek to develop a system for organizing the list of opportunities.

Short-Term Outcomes (12 Months)	Intermediate Outcomes (1-3 Years)
● Increase adult education-related PD opportunities participation by 10%.	● Develop a system to track and organize PD opportunities.

Proposed Completion Date for the Activity	Metric Tracked
● 6/30/2025	● English Language Learner ● Adults who Became Participants ● Number of Adult Served

Responsible Position(s)
● Bea Aguilar
● John Makevich

Activity #3

Activity Name	Objective that Applies to this Activity
Amplify our efforts toward student recruitment through a comprehensive marketing design	Address Educational Needs

Brief Description of Activity and Significance of Activity to Outcome
We are in the process of rolling out a marketing and outreach plan that seeks to increase the awareness of AE programs for internal and external stakeholders. This comprehensive plan will provide inclusive and equitable materials for the populations represented in our service area. This effort will be led by MiraCosta College but in partnership with our Public Information Office and our outreach department.   As a result of this activity, we will provide innovative approaches for presenting our academic programs to the community and local entities, including an expansion of outreach opportunities within the local area. Further, we will be able to track analytics for our digital marketing efforts. Overall, having a comprehensive marketing and outreach plan better defines our integration with other departments on campus and other agencies in the community. By tracking analytics for web translation and visits to our ESL marketing materials, we will also be able to measure and improve how effectively our programs are targeted to the English language learner.

Short-Term Outcomes (12 Months)	Intermediate Outcomes (1-3 Years)
● Complete a comprehensive marketing and outreach plan.	● Begin collecting supplemental information from students regarding the effectiveness of our marketing techniques.

Proposed Completion Date for the Activity	Metric Tracked
● 6/30/2025	● English Language Learner ● Adults who Became Participants ● Number of Adult Served

Responsible Position(s)
- Bea Aguilar
- John Makevich

Section 6: Funds Evaluation

Member Allocation

Member Agency	2021-22	2020-21	2019-20
MiraCosta CCD	$1,269,252	$1,219,848	$1,219,848

Funds Evaluation

MiraCosta College is the only education provider and the fiscal agent of the CNCAEC based on MOUs with the three-member high school districts. Therefore, 100% of the funds are allocated to MiraCosta College. Our budget planning process is in alignment with the annual plan as well as the 3-year plan.