

Table 3.1

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

Table 3.1 – Seamless Transitions											
Transition to be Addressed	Strategy / Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (Specific)	Methods of Assessment	Timeline	NS	IP	O	C	17 18 Activities & General Comments
3.1.1 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	MCCD as grant facilitator	Student Surveys	Within 1 year			X		Faculty groups convened to analyze plan, identify what has been accomplished, and determine activities for 18 19; ongoing structure to be institutionalized in 18 19
3.1.2 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	MCCD as grant facilitator	Work Performance evaluation performed by a member of the leadership team	Within 1 year				X	Converted to full time AEBG Supervisor, 12 month, classified, range 25
3.1.3 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	MCCD as grant facilitator	Work Performance evaluation performed by a member of the leadership team	Within 1 year	X				Not hired but still desperately needed
3.1.4 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	MCCD as grant facilitator	Work Performance evaluation performed by a member of the leadership team	1 year				X	Converted to full time 12 month, funding for

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3.1.6 AB 86 Student Services Specialist – Work Skills Navigator	Support for CTE programs	Classified Staff Position (11 month, 40 hr/wk, range									
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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	NS

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	NS	IP	O	C	17 18 Activities & General Comments
4.1.6 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									

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Table 4.1 – Implementation Strategies to Address Identified Gaps

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4.1.18 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				X	Expenses for not for credit programs are not allowable
4.1.19 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				X	Expenses for not for credit programs are not allowable
4.1.20 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		X			New program development will be driven by industry advisors, LMI, and other research
4.1.21 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	X				Possibly consider creating pathways to programs at Palomar
4.1.22 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	X				Possibly consider creating pathways to programs at Palomar

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	NS	IP	O	C	17 18 Activities & General Comments
5.1.4 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	MCCD	Student enrollment data and success rates	Within 1 year	X				
5.1.5 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		X			Faculty workgroups have set agendas for 18 19 research, planning, and development of pathways
5.1.6 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 for									

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5.1.11 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		X			ESL faculty are working with credit Child Development faculty to create an IET (Integrated Education & Training) program; planned full implementation in 18 19

5.1.12

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Description of the Approach	Tasks/Activities needed to Implement the Approach	Resources Needed	Estimate of the Cost	Responsible Parties (Specific)	Methods of Assessment	Timeline	NS	IP	O	C	17 18 Activities & General Comments
5.1.15 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 –	MCCD	Enrollments rates and student tracking during and following completion of the program	Within 1 years		X			CLEAR Paths implemented, new courses were written
5.1.16 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	MCCD	Annual evaluations	Within 1 year				X	No longer relevant; originally explored a social services model but determined that was not our strength and was better left to the agencies who are experts there (e.g. Workability III)
5.1.17 Coordination of all AWD resources	Coordination efforts would improve student and parent access and knowledge of programs	Project Coordinator	See Obj 3	MCCD				X			Faculty workgroups being established in 18 19 will facilitate this in collaboration with the dean and AEBG Supervisor
5.1.18 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	MCCD	Student surveys and use of space/resources	Within 1 year		X			Each computer lab at CLC has an ADA compliant work station with appropriate software packages to support student needs
5.1.19 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				X	No longer relevant

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5.1.20 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	MCCD	Student surveys	Within 1 year				X	Requested supplies are being ordered and a secured space has been designated in the CAE office at CLC

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	NS	IP	O	C	17 18 Activities & General Comments
7.1.1 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	MCCD, SDUHSD, CUSD, OUSD	Annual cost of Gap Analysis is split between consortium members	Annually				X	This activity does not leverage other sources
7.1.2 County libraries	Classes and Courses for Immigrants	Initiate contact with local area libraries. ESL instruction can be offered at various libraries	MCCD, SDUHSD, CUSD, OUSD	County libraries offer rooms for instruction	Annually			X		Carmel Valley, Encinitas, Carlsbad, Oceanside – ESL classes now being offered at all of these locations
7.1.3 Regional Centers	AWD	Referrals	All districts	Staff go to all	all		f	X		Card(Tj)/TT41Tf.52054.988.8998ref333.84171.5454.989-0001ref3/

7.1 Leverage of Existing Regional Structures from Partners

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