

**COASTLINE**  
COLLEGE



2020-21  
Adult Education Program (AEP)

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# Section 1: Department Planning

## Purpose Statement:

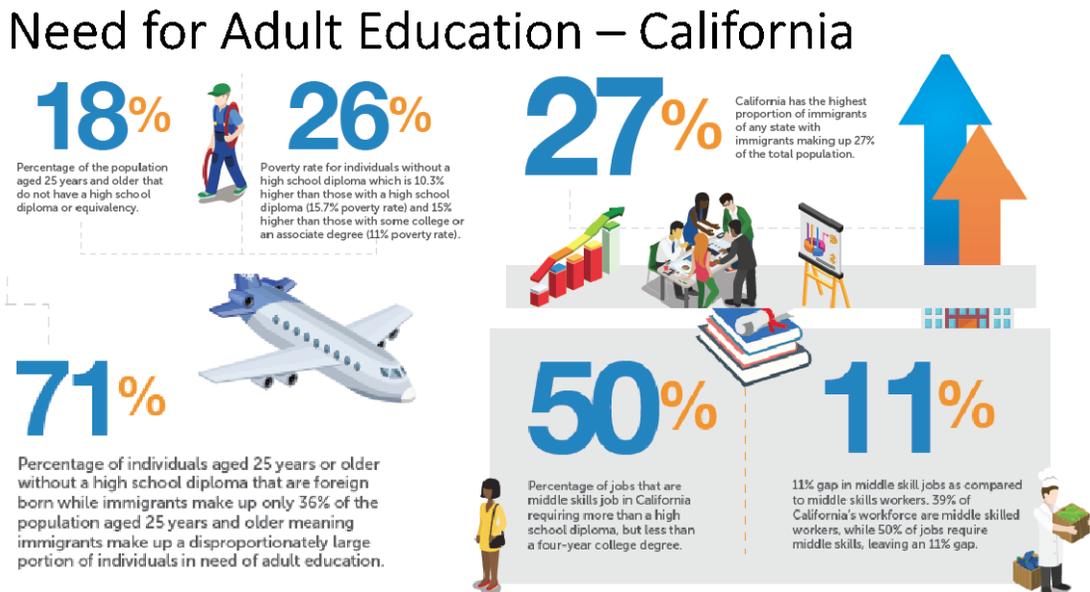
The purpose statement describes the overall direction of the department.

In short, the purpose of Adult Education Programs (AEP) is to prepare adult students no matter where they are in their educational journey. The goal AEP is to advance education opportunities for disadvantaged and underserved student populations. Coastline’s AEP address the unique and evolving needs of individuals and communities by providing adults with the knowledge and skills necessary to participate effectively as productive citizens, workers, and family members. The overall direction of the department is to continue to create new relevant short-term programs based on labor market data and community needs.

## Description of the Department:

Describe the department and its service provided

The Adult Education Office partners with local adult schools and community organizations to help adults’ transition to college and careers. The AEP Team works with on-campus departments, community organizations, and special programs to serve adults seeking to develop literacy and basic skills, advance their education, obtain employment, and improve their wages.



## Internal Analysis

Describe the department’s operational performance over the past five years.

The vision of the Coast Adult Education Consortium (CAEC) is to focus on meeting regional needs by addressing gaps in services, ensuring seamless transitions to post-secondary education and the workforce, expanding and refining student acceleration opportunities, enhancing professional development opportunities, and leveraging partner and community resources. The Consortium works jointly to meet the needs of the adult education population in the region through various collaborative efforts between the Consortium members and with regional partners. Members regularly review and modify the plan, based on demographic and employment data, survey information, labor market information, and other data and analyses. Past and future efforts meet the seven programs areas identified by California Adult Education Program (CAEP).

From AB 86 Adult Education Planning Grant (2013-2015) to AB 204 Adult Education Block Grant (2015-2018) to California Adult Education Program starting in 2018-19, AEP has grown over the past five years. To be clear, AEP IS NOT A GRANT, it is an ongoing distinct categorical program.

CAEC's major accomplishments during 2016-2019 include the following: Gap analysis/community need - CAEC is committed to meeting the needs of adults in the region by using data to determine areas of growth. The Coast Community College District (CCCD) Research Office produces an annual regional gap analysis. This analysis has been used to guide the development and/or expansion of new services and instructional programs. The Consortium Executive Committee reviewed the data and will continue to work to identify remaining or emerging gaps and develop plans to collaborate with regional partners to leverage existing structures and create and implement new strategies to meet the needs of the community.

New, noncredit programs - Coastline has developed and offered curriculum for new, enhanced noncredit courses and programs that have been state-approved or are in the process of being approved. These programs include noncredit English as a Second Language (ESL) and/or English Language Learning (ELL); Citizenship Preparation; Short-Term Career Education; and Workforce Preparation. These new programs meet the need of the local community by improving English literacy, helping individuals prepare for citizenship, and offering opportunities to gain and/or improve skills for the workforce. These efforts align with the colleges' mission to promote an inclusive environment, foster a culture that serves and connects with the community, promotes equitable access and increase students' skill development while accelerating their college level preparedness. Coastline AEP has developed and put in place the necessary infrastructure and services to support students interested in noncredit programs with advising, orientation, educational planning, admission, registration, and other college processes which are important to student transition to college programs and retention.

Noncredit application – In June 2018, Coastline AEP leadership significantly contributed to the development and deployment to a simplified college admission application for students enrolling in noncredit courses and programs. The purpose was to increase access to noncredit courses and programs at the colleges by reducing barriers to enrollment. An orientation for noncredit students was developed by Academic Counselors. The orientation familiarizes new students with college

processes, courses, programs, and student services. The AEP counselor coordinates to deliver noncredit orientations off-campus, virtually, and at local adult schools.

Coastline Special Programs for Adults with Disabilities - The Special Programs and Services Division at Coastline College continues to expand its Career Options through Academic Support and Training (COAST) Program. The program consists of several enhanced noncredit certificate programs with courses specifically designed for students with intellectual disabilities. The purpose of the program is to provide specific job training in areas of high demand as well as training on employability skills. The COAST Program launched the Horticulture certificate in spring 2018, followed by the Porter certificate in fall 2018, and the Culinary certificate in spring 2019. In fall 2019, the program will add the Animal Care certificate to the list of enhanced noncredit options. The Guest Services Program has been approved locally and is pending approval at the state level. All programs are two to four semesters in length.

Comprehensive Adult Student Assessment Systems (CASAS) Testing - With the offering of noncredit ESL, Coastline AEP implemented CASAS testing to ensure compliance with state and federal reporting requirements. All students enrolled in noncredit ESL courses at the colleges complete a pre-test upon entry into the program and post-tests at various points of instruction. Student results are reported in *TopsPro* Enterprise and instructional reports are generated to help instructors tailor instruction based on student strengths and weaknesses. Learning gains inform instructional planning as instructors can identify the skills specific students need to improve to meet their educational and career goals. In the future, with an approved WIOA Title II application, the college will receive additional funding based on students' measurable skills gains.

Articulation Agreements - Another successful effort to improve student acceleration was establishing articulation agreements between the adult schools and the colleges. Coastline AEP has 14 articulation agreements with Huntington Beach Adult School (HBAS). AEP will continue to work on identifying potential articulation agreements to expand the number of agreements to promote and facilitate student transitions to postsecondary education.

Outreach - The Coastline focused on increasing outreach to individuals at the local adult schools, nonprofit organizations, and in the local community. College Outreach Specialists collaborated to develop an annual calendar of outreach events, in partnership with HBAS and GGAE. Activities included college representative visits to adult schools, information tables and presentations at adult schools and community events, and bridge events hosted annually at each college offering adult school students the opportunity to visit campuses and learn more about the instructional programs and services available.

Community partnerships – Coastline AEP has dedicated considerable time and resources to develop positive working relationships with organizations, nonprofits, and businesses in the community. These partnerships are crucial as Consortium members refer students to resources, help individuals find employment, and develop a referral system between the adult schools, colleges, and other partners. In addition, AEP has held annual job and resource fairs open to the community.

Recent Special Programs Accomplishments - The Career Options through Academic Support and Training (COAST) Program is a unique vocational training program funded in cooperation with AEP. The focus of the program is to provide vocational training, workability skills training, work experience, and job placement in areas of high demand and need within the community. Curriculum is specifically designed to meet the needs of students with intellectual disabilities as well as autism. Each of the programs, is non-credit and ranges from 2-4 semesters in length. Students progress through the program as a cohort group, giving them a chance to support each other and work together on projects which mimic those in the real workplace. Upon completion, the students earn a Certificate of Completion in their field of study. Currently the program is offering training in: Horticulture, Porter, Culinary, and Animal Care. Programs in development or soon to be launched include: Guest Services, Drama, Music, and Art.

*Of Note:*

- The COAST Program launched the Animal Care Program in Fall 2019. Students enjoyed many hands-on experiences through field trips and in classroom guests.
- The Culinary Program developed the COAST ROAST Coffee Cart fundraiser to provide the students the opportunity for hands on experience in customer service, teamwork, handling cash, and other food service tasks. COAST ROAST provides limited coffee and food services at Coastline's Newport Beach Campus.
- In March 2020, in response to the Stay Safe at Home Order, 100% of the COAST Courses transitioned to Canvas/Live Zoom allowing all participants to complete course work and work experience—virtually.
- The 2nd Annual/1st Virtual COAST Graduation celebrated 32 graduates earning 37 Certificates of Completion from the Animal Care, Culinary, Horticulture, and Porter Programs. This virtual event was a collaborative effort of ABI faculty, staff, and students to which 275 individuals tuned in to watch.

## Survey Results

Outcome results, demographic data, and survey results for students, staff and stakeholders have informed the development of the vision, goals, and key indicators for progress for the next three to five years. A pre-planning assessment was conducted to evaluate the current educational and workforce programs and services for adults in the region to inform the AEP planning and align with Coastline Pathways for noncredit students.

AEP analyzed demographic data, labor market data, workforce indicators, student surveys, and gathered input from community partners to assess the current and continued needs in the region to ensure adult education programming in the region is robust and responsive to current and future needs. A combination of data from the U.S. Census, the American Community Survey (ACS), and internal data from Consortium members for the 2017-2018 academic year was used to perform this analysis. A gap analysis was performed based on census tracts to determine populations in need of adult education services and populations of students currently served by AEP. The Consortium identified the top 20 census tracts in need of services related to adult English language learners and adults in need of secondary education. The information has shown that there is a significant group of adults that are not currently being served. This has resulted in identifying several needs that AEP can positively impact through its educational programs and services:

- **Programs for English Second Language Learners**  
Twenty percent (104,323) of adults 18 years and older within the CAEC region are classified as English language learners; the CAEC served only 5% of this population during the 2017-18 academic year.
- **High School Diploma/GED Programs**  
Thirteen percent of adults (69,008) adults within the CAEC region have earned less than a high school diploma; the CAEC served only about 1% (606) of those during the 2017-18 academic year.
- **Workforce Training Programs/CTE Pathways**  
There is an imbalance between supply and demand for middle-skills jobs. Orange County has an unemployment rate of 3.2%. However, survey results reflect that 46.1% of families earn less than the livable annual wage of \$102,024 (for a single adult household with three children).
- **Programs for Adults with Disabilities**  
Less than 1% (328) of the 61,327 adults with disabilities within the CAEC region were served during the 2017-18 academic year.

The data indicates a need to strengthen and broaden the programs and services provided to support diverse ethnic communities and the county's rapidly aging population. AEP has regularly reviewed and gap and need analyses as well as analyses related to the effectiveness of outreach to communities within the Consortium service area. With a culturally diverse community and workforce comes the critical need for English language proficiency programs and initiatives to increase educational attainment across all levels in order to build a well-educated, high-earning workforce that meets current and future labor market demands.

Orange County's population continues to become more diverse which is reflected by the population within the Consortium region. According to the AEP 2019 Fact Sheet for CAEC, out of a total population (523,315) of 18 years and older within the CAEC service area, 20% (104,323) of adults are classified as English language learners. During the 2017-18 academic year, the CAEC served a total of 5,469 of adults residing within the Consortium region. This represents only about 5% of adults within the Consortium region who are classified as English language learners, which demonstrates regional need and a gap in services for English language learners. Demographic data also provides the following statistics that are relevant to the three-year plan: 175,749 foreign-born, 136,519 near poverty or less, 69,008 of adults without high

school diploma, and 18,533 of unemployed adults with the CAEC region. Additional demographics reflect that in the CAEC region, 51% of the population is white, 23% Hispanic, and 23% Asian. The census data and local reporting shows that Orange County has the highest Asian-American population in all of Southern California, especially Vietnamese-Americans. Within the CAEC region, 31.3% of ESL residents speak Vietnamese at home.

Additionally, census data reflects that more than 38,000 Asian-American immigrants who have obtained legal permanent resident status have not yet become citizens and that the county's lowest graduation rates are among the Vietnamese-Americans, Cambodian-Americans, and Pacific Islanders. This data is also supported by the student survey administered in January 2019 by the CAEC to 1,803 of the Consortium's adult education students, with the majority of participants (1,412) being English language learners. The survey participants consisted of 224 (201 ESL) college students, 717 (425 ESL) HBAS students, and 862 (786 ESL) GGAE students. Becoming a U.S. citizen was indicated as the main goal of learning English language by 36.4% of survey participants. Therefore, continued focus on enhancing and improving English language learning programs is essential to preparing Orange County's residents for the workforce and success. This supports the need for additional ESL, Citizenship and Family Literacy classes for English language learners, increased off-campus sites to hold classes, and development of comprehensive marketing strategies to promote these classes.

ACS (2017) results show that within Orange County, 14.6% (357,022) of the population 18 years and older have an education level less than a high school diploma or equivalent. Of this population 21.7% (77,473) fall within the poverty rate. Data collection provides that 13% (69,008) adults within the CAEC region have less than a high school diploma (CAEP 2019 Fact Sheet). During the 2017-2018 academic year, the CAEC served 606 students pursuing a high school diploma or its equivalent. This represents only about 1% of the adults within the CAEC region who have an educational level less than a high school diploma or equivalent. This reflects a need to develop additional programs to serve these students. GED preparation courses on college campuses could provide needed access for many more students in the region to obtain the GED certification.

Orange County is the third largest county in California, and the sixth largest in the nation, with an unemployment rate of 3.2%. This compares with an unadjusted unemployment rate of 4.6% for California and 3.9% for the nation. According to the living wage calculator ([livingwage.mit.edu](http://livingwage.mit.edu)), a livable wage for a single adult household in Orange County is \$15.85 per hour (annual salary of \$32,968). A livable wage for single adult household with three children in Orange County is \$49.05 (annual salary of \$102,024). ACS (2017) results show that within Orange County, 46.1% (343,605) families earn less than \$100,000 annually and 16% (119,255) of families within Orange County earn less than \$35,000 annually.

According to the CAEP 2019 Fact Sheet, 18,533 residents within the CAEC region are unemployed and 136,519 are near poverty or less. Additionally, 33% (69,008) of adults in the region have not attended college. This is consistent with all Orange County at 34%, but lower than the statewide average at 41%. Included however, are higher-income/better-educated coastal cities, as well as lower-income/less-educated inland areas. Average household income ranges from \$44,595 in Westminster's Midway City to \$106,333 in Newport Beach. Orange County

reports an imbalance between supply and demand for middle-skills jobs. This demonstrates the need to continue providing and developing additional education and workforce training programs to accommodate Orange County's current economic, population and workforce trends, identifying pathways to assist adults in meeting their goals to further their education and enter or re-enter the workforce, and leveraging partnerships with organizations such as the local Workforce Development Boards to assist with job placement.

ACS (2017) results show that within Orange County 8.0% (250,515) of the population 18 years and older have a disability. There are 61,327 adults with disabilities within the CAEC region (CAEP 2019 Fact Sheets). During the 2017-18 academic year, the CAEC served under 1% (328) of adults with disabilities. This data supports the need for developing and offering additional programs for adults with disabilities through the Consortium.

## Student Survey Results

The Consortium's ESL Workgroup for College & Career Readiness, comprised of instructors from the adult schools and colleges, made substantial progress in several areas. The workgroup aligned ESL curriculum by level and competencies. Textbooks were reviewed and aligned between the adult schools. A student survey was created and administered to determine the career interests of students at the adult schools to guide instruction. Garden Grove Adult School and Coastline AEP coordinated to plan and implement a college preparation course for students ready to transition from the adult school to the college, which is now a state-approved noncredit course. Burlington English, a software for English language instruction, was reviewed, discussed, and implemented into courses at the adult schools and the colleges. The college and adult schools reviewed career education programs and worked to develop contextualized ESL support for English language learners enrolled in selected programs.

As mentioned, a student survey was developed and given to students in January 2019 at the adult schools and colleges (Coastline, Orange Coast College, and Golden West College) to evaluate program effectiveness and inform strategic planning. Student goals and barriers provide information about how to better serve students currently in the programs offered by CAEC members. Of the 1,798 students from adult schools and colleges who responded, 62.25% indicated that one of their goals was to get a job or get a better job. More than 18% indicated that they would like to be able to help their children in school. Twenty-seven percent of all students listed financial difficulties as a barrier. In addition, at the colleges, 44% of students listed books and materials as a barrier. Almost a quarter of students (356) at HBAS and GGAE listed lack of confidence as a barrier. Other less common barriers include transportation (12.5%), childcare (11.5%), health services (11.5%), and needing more information about goals (10.7%). The strategies and goals for the 2019 - 2022 AEP plan focus on meeting the needs of the local community, based on the data analyzed from these student surveys. AEP will continue to review data, discuss ways to address gaps, and develop and implement new strategies to ensure efforts are being made to meet the needs of the community.

## Employee Survey Results

Employee surveys were conducted August 2020, to better understand faculty and staff needs for technology and to discover recommendations for outreach/marketing strategies. In terms of marketing and outreach, 27% of employees believe social media is the best way to advertise for new students and retain the students we have. Radio advertisements were recommended by 25% of staff followed by 19% who recommend promotional flyers since most ESL student use word of mouth to share AEP programs. Only 9% of staff recommend mailers and 6% recommended advertisement on television. This data will be used for strategic planning in student recruitment and retention. In overview, staff point to “word of mouth” as one of the best advertisement tools for AEP programs. Faculty will use this data to better encourage students to share their success stories on social media and encourage friends, family, and community members to take free noncredit courses at Coastline.

| Marketing & Outreach Recommendations                 | #  | Percent |
|--|----|---------|
| Social Media Advertisements                          | 18 | 27%     |
| Radio Advertisements                                 | 17 | 25%     |
| Promotional Flyers                                   | 13 | 19%     |
| Community/Local Newspapers                           | 8  | 12%     |
| Mailers  | 6  | 9%      |
| Television   | 4  | 6%      |
| One-page flyers distributed by teachers (post COVID) | 1  | 1%      |
| Grand Total  | 67 | 100%    |

## Service Area Outcome(s)

Summarize SAO findings and dialog from department meetings (SAO information and metrics to be provided by Institutional Effectiveness)

### Service Area Outcomes (SAOs)

| SAO  | Measures/Targets  |
|--|---|
| SAO 1: Better meet regional needs by addressing gaps in services | <ul style="list-style-type: none"> <li>○ Increase services for English language learners, individuals seeking workforce preparation and training, and individuals in need of High School Equivalency.</li> <li>○ Research - identify market segments and target populations, based on regional needs</li> <li>○ Marketing and outreach</li> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>○ Career pathways, complemented with contextualized support for English language learners</li> <li>○ Consortium-wide data sharing, referrals, and case management</li> </ul>   |
| <p><b>SAO 2:</b> Ensure seamless transitions to post-secondary education and the workforce</p> | <ul style="list-style-type: none"> <li>○ Enhance and expand strategies and processes to assist students in persisting and completing adult education programs and transitioning to post-secondary education or the workforce.</li> <li>○ Web accessible Student Education/Career Plan for Adult Education Schools with necessary features for communication and reporting</li> <li>○ Co-enrollment and shared case management policies with Workforce Development Board and its contracted partners</li> </ul>  |
| <p><b>SAO 3:</b> Leverage partner and community resources</p>                                  | <ul style="list-style-type: none"> <li>○ Provide a more full and enriching student education experience, resulting in increases in customer satisfaction and enrollment, by Increasing the variety of program offerings for students, leveraging partner and community relationships and resources (i.e. - facilities, supportive service personnel, and programs).</li> <li>○ Identification and collaboration with community partners</li> <li>○ Consortium-wide services, resources, and programs</li> <li>○ Customized short-term workshops based on student population</li> <li>○ Off-site programs and services</li> <li>○ Utilization of partner facilities</li> </ul> |

## Progress on Initiative(s)

Fill in the table with the following elements.

- Initiative: Short description
- Status: Specify whether the initiative was Completed, In-Progress, Terminated or Not Started
- Progress Status Description: Describe the progress made on the forward strategies
- Outcome(s): Provide a summary of the initiative from inception to completion, indicating associated outcomes

**Note: Prior Initiatives do not exist for Coastline’s Adult Education Program as this is the first Program Review and there is no prior data.**

### Progress on Forward Strategies

| Initiative(s)  | Status      | Progress Status Description  | Outcome(s)  |
|--|-------------|--|---|
| Increase enrollment in noncredit courses/programs by 10% by the end of FY 2021-2022, and by 15% by the end of FY 2022-2023 | In Progress | <ol style="list-style-type: none"> <li>1. Ongoing data analysis to determine and assess gaps in services based on geographic location of current students vs. regional need. Identify target populations, based on regional needs.</li> <li>2. Develop strategies and programs to mitigate gaps.</li> <li>3. Assign Consortium marketing team comprised of employees from each member institution to guide the development and implementation of the marketing and outreach plan.</li> </ol> | <ol style="list-style-type: none"> <li>Report and analysis of population in need, based on local demographic data.</li> <li>Programs offered in collaboration between adult schools and colleges.</li> <li>Marketing plan that includes strategies for all Consortium members including shared website and marketing materials, professional development activities.</li> <li>Lists by agency and site of the maximum number of students that can be enrolled by program.</li> <li>List of market segments and critical factors that impact outreach.</li> <li>Career Development and College Preparation noncredit courses and certificates, some</li> </ol> |

|  |   |   |
|--|---|---|
|  | <p>4. Hire marketing firm to assist with developing Consortium marketing and outreach plan to include branding, campaign, shared website, professional development and execution. Marketing team assigned to oversee marketing efforts and carry out plan.</p> <p>5. Align capacity for each Consortium with maximum number of potential students to be served through support services as well as maximum enrollments.</p> <p>6. Identify current market segments.</p> <p>7. Identify entry-level careers with high employment potential, based on regional Labor Market Information (LMI) data, for enhanced noncredit and career training programs. Identify career pathways and complement with contextualized support for English language learners. Work with instructors to develop curriculum for courses and programs.</p> | <p>including contextualized support for English language learners.</p> <p>7. Course articulation agreements between adult schools and college</p> |
|--|---|---|

|   |             |   |  |
|---|-------------|---|--|
|   |             | 8. Identify courses at local adult schools that may align with courses at colleges, and engage instructors and faculty in discussions about articulating those courses.   |  |
| Increase the number of students completing noncredit programs by 10% by the end of FY 2021-2022, and by 15% by the end of FY 2022-2023. | In Progress | <p>1. Create and implement Consortium-wide data sharing agreement.</p> <p>2. Create K-12 Adult Student Education/Career Plan for Adult Schools; Gather input from stakeholders regarding configuration of Student Education/Career Plan. Plan is e-document, accessible online, with reporting and workflow features.</p> <p>3. Adult Schools conduct orientations with students to start developing the Student Education/Career Plan.</p> <p>4. Develop agreements and processes between Consortium members to systematically use Student</p> | <p>1. Student demographic and outcome data shared between Coast CCD and Adult Schools.</p> <p>2. Student Education/Career Plan will be utilized/updated regularly through contact with teachers and support staff, inclusive of making such plans available to Coast CCD and WIOA I Partner Representatives.</p> <p>3. Each student in adult education programs will complete an initial education / career plan during orientation (or shortly after orientation/enrollment).</p> <p>4. Adult Schools, CCCD and WIOA I Partner Representatives will develop and implement automated communications and reports regarding Student Education/ Career Plan to assist</p> |

|  |   |   |
|--|---|---|
|  | <p>Education/Career Plans.</p> <p>5. Establish/implement co-enrollment and shared case management policies with Workforce Development Board and its contracted partners.</p> <p>6. Partners (K-12 Adult, CCCD, and WIOA I) create guidelines for accurate collection/ reporting of student barriers to employment (K-12 Adult Schools, CCCD, and WIOA1 Committee).</p> <p>7. Regular Consortium staff meetings regarding the roles/reporting duties of Student Support positions and calendar for periodic check-ins regarding program quality and reports/outcomes.</p> <p>8. Consortium meets with American Jobs Centers of California (AJCC) contractor for South Orange County to ask for co-location of services (WIOA I representatives at consortium sites or training of consortium personnel to be able to function as WIOA I/ AJCC intake (assumed Cal-Jobs registration is part of process).</p> | <p>with transition steps for students.</p> <p>Partner representatives offer one on one and small group support and workshops at Adult Education sites for students with transition goals.</p> <p>5. Consortium and WIOA 1 Partner representatives meet regularly to review data, reporting, and assess and make refinements / recommendations regarding program quality.</p> <p>6. Possible training and/or further work setting up sites to accommodate AJCC personnel and necessary workspace</p> <p><b>Or</b></p> <p>Consortium submits for AJCC contract in Year 3.</p> |
|--|---|---|

|  |             |  |  |
|--|-------------|--|--|
| Increase the number of noncredit program offerings by two by the end FY 2021-2022. | In Progress | <ol style="list-style-type: none"> <li>1. Program Director and Dean have conducted 12 faculty meeting to discuss noncredit program development.</li> <li>2. Noncredit profession development has been offered to faculty and presented to curriculum committee.</li> <li>3. Flex day will be used to provide overview of creating new noncredit programs.</li> </ol> | <ol style="list-style-type: none"> <li>1. New noncredit programs are being developed in the areas of Special Programs, Math, Library, Health &amp; Nutrition, CTE, Real Estate, Voiceover, Broadcasting, eSports, and more.</li> <li>2. Five new noncredit programs have been presented to curriculum committee with plans to begin Fall 2021, more programs submissions are pending.</li> </ol> |
|--|-------------|--|--|

### Response to Program and Department Review Committee Recommendation(s)

Fill in the table with the following elements.

- Response Status: In-progress, Addressed, Not Addressed
- Response Summary: Describe the progress made on the recommendation(s)

**N/A Due to new program, no existing Department Review Committee Recommendation Progress on Recommendations.**

| Recommendation(s) | Status | Response Summary |
|-------------------|--------|------------------|
| N/A               | N/A    | N/A              |
| N/A               | N/A    | N/A              |
| N/A               | N/A    | N/A              |

### External Compliance

Provide a summary of any compliance regulations (accreditation), actions taken, and gaps identified.

The California *Education Code (EC)* sections 52501, 52502, 52503 and California *Code of Regulations*, Title 5 Section 10560 allows districts to establish courses under the following program areas to be funded by state apportionment:

- Adult Literacy/High School Diploma
- English as a Second Language/Citizenship
- Adults with Disabilities
- Career Technical Education/Apprenticeships
- Parenting, Family, and Consumer Awareness

- Older Adults

In December 2019, Coastline AEP successfully passed a WIOA Title II Federal Program Monitoring audit with 0 findings and 100% accountability of funding/resources.

AEP Performance Measures Include:

- number of adults served by the Coastline
- percentage of participants who improved literacy and basic skills
- percentage of participants who progressed in a high school diploma program
- percentage of participants who attained an occupational skill gain
- percentage of participants who attained a workforce preparation milestone
- number of participants who completed a high school diploma or equivalent
- number of participants who transitioned to adult secondary education
- number of participants who transitioned to postsecondary education
- number of participants who completed a postsecondary certificate, degree, or training program
- percentage of exiters who were employed two quarters after exit
- percentage of exiters who were employed four quarters after exit
- median earnings two quarters after exit
- percentage change in earnings after exit
- percentage of exiters who attained the regional living wage

**Department Planning and Communication Strategies** Describe the communication methods and interaction strategies used by your program to discuss SAOs, equity, and institutional performance data.

To improve department planning and communication strategies, AEP has implemented a Consortium wide data-sharing agreement. The data sharing agreement will be finalized and implemented to provide identified staff access to information that allows for better collaboration, shared case management, and more accurate tracking of student transitions. Since the collection and use of student barrier information is an integral component, accurate collection and reporting of the data will be planned for. This goal includes planning for Consortium staff to meet regarding roles and duties, data sharing processes and security, and reporting outcomes. To support these efforts, the Consortium will try to configure individual systems to work together to easily share information.

To increase external communication to students and the community, APE will make use of Radio, Television, Social Media, Flyers, and Website. To improve internal communication within the AEP department, faculty and staff will hold collaboration meetings and showcases via Zoom. Flex days will be used for noncredit professional development. AEP will continue to work with on-campus departments, community organizations, and special programs to serve adults seeking to develop literacy and basic skills, advance their education, obtain employment, and improve their wages.

## Adult Education Collaboration – Services

### College Bridge Events

- Purpose: Familiarize adult education students with the colleges and courses/program available
- Events include:
  - Transportation to colleges
  - Overview of college, academic programs, student support services
  - Campus and program tours



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### Coastline Pathways

Describe the department's involvement in Coastline Pathways over the past year.

Coastline AEP recently piloted a noncredit career counseling course and will offer the second noncredit course in the certificate, College and Career Preparation 2. These courses are directly aligned with Coastline Pathways by providing students courses that will help them identify career options, identify a program of study, and complete a student educational plan. AEP administrators and staff are also part of the Coastline Pathways Outreach and Career Explorations efforts.

The Special Programs and Services Division continues to expand its Career Options through Academic Support and Training (COAST) Program, which consists of several vocational certificate programs with courses specifically designed for students with intellectual disabilities. Animal Care was launched in fall 2019. The Guest Services Program has been approved locally and pending state approval. Additional programs are in development.

## Programs



- Elementary/Adult Basic Education and Secondary Education
- English as a Second Language, Citizenship
- Adults with Disabilities
- Short-term Career Technical Education
- Pre-apprenticeship Programs
- Older Adult Programs for Entry into the Workforce
- Programs for Adults to Assist Children to Develop Academic Skills

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## Equity

Based on your analysis of department data and processes, please describe the department service access equity gaps that exist.

Addressing Racial Injustices is a top priority in Adult Education Programs. AEP has been and will continue to be committed to promoting diversity and ensuring inclusion. The AEP Team understands the collective responsibility to create an inclusive environment for students, so they feel safe and supported to learn and thrive. AEP work reflects this commitment and staff will continue to work on identifying and eliminating inequities in education.

The AEP Team held online forms/town halls for students, staff, faculty and administrators to discuss racial injustice and provide feedback and suggestions for improvement. Coastline established teams to address racial injustices. The teams will focus on topics such as black student programs, campus climate, curriculum, hiring practices, employee evaluations, and professional development. Instructors are implementing current events and topics into their courses to give students the opportunity to better understand recent events and participate in related discussions. Coastline is leading social justice discussions through the UMOJA Community's "The Village Demands" forum, which allows dialogue between black California Community College administrators, faculty, staff, and stakeholders to recommend systematic change.

# Noncredit Courses and Certificates – Special Programs/Adults with Disabilities



The **COAST** Program is a vocational program:

- noncredit courses in popular employment areas
- offers job and employability skills in professional settings
- program length varies, typically 2-4 semesters
- each program runs on a cohort model
- students earn a Certificate of Completion



## Current Programs

- Horticulture (4 semesters)
- Porter (2 semesters)
- Culinary Arts (3 semester) – Spring 2019
- Animal Care (2 semesters) – Fall 2019

## Efficiency

Based on your review of department data and processes, please provide an analysis of efficiency gaps and accomplishments.

Through analyzing demographic and labor market data, workforce indicators, student surveys, and gathering input from community partners, AEP identified the need to focus on Workforce Training Programs and CTE Pathways. There is an imbalance between supply and demand for middle-skills jobs. Orange County has an unemployment rate of 13.7%. However, survey results reflect that 54.8% of families earn less than the livable annual wage of \$106,850 (for a single adult household with three children).

According to the 2020 Unemployment Rate from ESRI, 52,307 residents within the district's region are unemployed and 253,050 are near poverty or less (based on 2018 American Community Survey findings). Additionally, 29% (143,659) of adults in the region have not attended college. This is consistent with all Orange County at 32%, but lower than the statewide average at 37%. Included, however, are higher-income/better-educated coastal cities, as well as lower-income/less-educated inland areas. Average household income ranges from \$43,000 in Westminster's Midway City to \$115,800 in Newport Beach. Orange County reports an imbalance between supply and demand for middle-skills jobs. This indicates the need to continue providing and developing additional educational and workforce training programs to accommodate Orange County's current economic, population, and workforce trends, identifying pathways to assist adults in meeting their goals to further their education and enter or re-enter the workforce, and leveraging partnerships with organizations such as the local Workforce Development Boards to assist with job placement.

## Implications of Change

Summarize the findings from the department analysis and outline areas of opportunity for change.

AEP will focus implications of change on Programs for English Second Language Learners. Twenty-two percent (95,938) of adults 18 years and older within the Consortium's region are classified as English language learners (ELL); the CAEC served only 6% of this population during 2019-20.

Orange County's population continues to become more diverse, which is reflected by the population within the district's region. According to the 2018 American Community Survey, of the total population (429,216) of 18 years and older within the AEP's service area, 22% (95,938) of adults are classified as ELL. In 2019-20, CAEC served a total of 5,784 of adults residing within the Consortium region. This represents only about 6% of adults within the Consortium region who are classified as ELL, which demonstrates regional need and a gap in services. Therefore, continued focus on enhancing and improving ELL programs is essential to preparing local residents for the workforce and success. This supports the need for additional ESL and Citizenship classes for English language learners, increased off-campus sites to offer classes, and development of comprehensive marketing strategies to promote these classes.

## New Instructional Programs – Coastline Special Programs/Adults with Disabilities

- Guest Services (2 semesters) – Spring 2021
- Drama (4 semesters) – Fall 2021
- Music (4 semesters) – Spring 2022
- Art (4 semesters) – Fall 2022
- Creative Arts



Spring 2019 Graduates  
Porter Program

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## Forward Strategy

Develop a plan to address the implications of change. The plan should specify should aligns with one or more College Goals, College plans (The College planning documents can be found on the College website), and Coastline Pathways.

AEP will address regional gaps for instructional programs and services through demographic analysis of regional needs to increase student enrollment and transitions to college and employment. The Consortium will conduct research, survey students, and evaluate current course offerings in an effort to improve student-centered scheduling. Over the next three years, AEP will focus on expanding strategies that have started, and piloting and implementing a variety of instructional programs, students' services, and other interventions to support the local adult population including the following:

AEP will focus on instructional strategies and develop new Integrated Education and Training (IET) and/or contextualized ESL/career programs that provide students with simultaneous instruction in basic skills as well as occupation or industry-specific training to increase student acceleration. Coastline received state approval for four new, noncredit career education programs which will be offered in fall 2019. These programs include Customer Service Technology - Levels 1 & 2; Management Skills for Retail; and Retail Accounting and Technology. In addition, AEP will also offer language preparation for citizenship courses, leading to a Certificate of Competency.



## Section 2: Human Capital Planning

### Staffing

#### *Staffing Plan*

| Year          | Administrator /Management | F/T Faculty | P/T Faculty | Classified | Hourly |
|---------------|---------------------------|-------------|-------------|------------|--------|
| Previous year | 1                         | 0           | 1           | 1          | 1      |
| Current year  | 1                         | 0           | 1           | 1          | 1      |
| 1 year        | 1                         | 0           | 1           | 2          | 1      |
| 2 years       | 1                         | 0           | 1           | 2          | 1      |
| 3 years       | 1                         | 0           | 1           | 2          | 1      |

#### Forward Strategy

Describe the department's staffing trends and projections for the next three years. Please describe what strategies will be used to diversify your staffing (e.g., education, expertise/skillsets, areas of interest, demographics).

\*It should be noted that AEP's offer a wide variety of opportunities for both part-time and full-time faculty to teach enhanced noncredit programs across multiple disciplines.

AEP positions provide Outreach, Counseling, Student Services, and Administrative Support. There is a justification to increase 1 classified staff position in 2021, to help support Job Development. The outcome is to provide job support once students complete enhanced noncredit programs. Job Development services have already been piloted with Special Programs (Porter, Horticulture, and Animal Care). Students receive support in resume writing, interview techniques, and job skills. Dr. Serban is working with District HR to finalize the position for "Program Coordinator" for Coastline, OCC, and GWC.

AEP positions provide Outreach, Counseling, and Job Development

- Monthly workshops at Adult Schools
- Coastline representatives visit adult school sites
- Provide assistance with college application, enrollment, orientation
- College Readiness Workshops
- Support Job Placement

## Professional Development

Provide a description and associated outcomes related to the department's staff professional development participation over the past five years. Include evidence that supports department constituents participating in new opportunities to meet the professional development needs of the department that can address access or achievement equity gaps.

Coastline AEP members partnered to develop and facilitate joint professional development opportunities available to various stakeholders including Consortium staff to understand how to better prepare students for postsecondary education and workforce transitions; instructors to better understand noncredit courses and programs, curriculum development, and instructional best practices for adult learners; college managers, faculty, staff, and community stakeholders to better understand Adult Education programs and services.

Professional development opportunities will be provided to administrators, instructors, staff, and community stakeholders. Opportunities for instructors to learn about curriculum development, IET programs, instruction for adult learners, the use of common assessments and instructional reports to guide instruction, and best practices in the field will be made available. Professional development for support staff will focus on preparing students to transition to college and enter the workforce, data collection and reporting, and shared case management.

### *Professional Development*

#### **Alyssa Martinez, Outreach Specialist Professional Development for 2019 – 2020**

- May 2019 - Data Coach on Canvas (Dr. Zentner) – Coastline Community College
- July 2019 – Coastline Pathways Retreat – Pasea Hotel
- August 2019 - Fall 2019 FLEX Day – Avenue of the Arts
- September 2019 – Coastline Pathways Learning Day – Garden Grove Campus
- February 2020 – Spring 2020 FLEX Day – Garden Grove Campus
- August 2020 – Fall 2020 FLEX Day – Zoom
- August 2020 - OneFlow Software Training - Webinar
- August 2020 – CASAS Module Testing – Webinar/Online Modules
- September 2020 – Remote CASAS pre/post Training – Webinar/Online Modules

**Thydan Huynh, Adjunct Counselor, Professional Development 2019 – 2020**

| <b>Date</b> | <b>Title of Event or Course</b>                                     | <b>Host/Location</b>                            |
|-------------|---|---|
| Nov-19      | Collaboration in the Classroom                                      | Webinar: OTAN                                   |
| Jan-20      | OneFlow Training  | Huntington Beach Adult School                   |
| Mar-20      | Canvas Training   | Faculty Professional Development/Faculty Center |
| Mar-20      | Online College Counseling Certificate                               | @ONE, CVC-OEI                                   |
| Mar-20      | Teaching Limited English Proficiency Students Across the Curriculum | Faculty Professional Development/Faculty Center |
| April-20    | UC's Covid 19 Response  | Webinar: UCOP                                   |
| Apr-20      | Common Online Teaching Mistakes                                     | Webinar: OTAN                                   |
| Apr-20      | POW-erpoints  | Webinar: OTAN                                   |
| Apr-20      | CSULB Transfer Admissions   | Webinar: CSULB                                  |
| Apr-20      | Community Financial Aid resources                                   | Webinar: Operation HOPE                         |
| Apr-20      | How to Use Google Docs-Advanced                                     | Webinar: OTAN                                   |
| May-20      | CASAS Training  | Webinar: OTAN                                   |
| May-20      | Ensuring Transfer Success   | Webinar: UCOP                                   |
| Jun-20      | In Solidary: An Open Conversation                                   | Student Equity Office                           |
| Jun-20      | Tips and Tools for Teaching Online                                  | Webinar: OTAN                                   |

**Natalya Howe Project Coordinator, Professional Development: 2019 – 2020**

| <b>Date</b> | <b>Location</b>  | <b>Event Title</b>               |
|-------------|--|----------------------------------|
| 8/8/2019    | District Board Room  | Classified Hire Me Workshop      |
| 8/23/2019   | Avenue of the Arts Hotel   | Fall 2019 Flex Day               |
| 9/27/2019   | Urban Workshop - 365-A Clinton Ave.<br>Costa Mesa  | Employer Engagement Summit       |
| 10/24/2019  | OC Regional Center - 10803 Hope St.,<br>Cypress  | Asian Pacific Leadership Forum   |
| 11/6/2019   | North Orange County ROP - 385 N.<br>Muller St., Anaheim  | Job Developer Workshop           |
| 11/18/2019  | College Center 4th Floor Conference<br>Room  | SARS Training                    |
| 1/27/2020   | Huntington Beach Adult School - Gothard<br>Location  | One Flow Software Training       |
| 1/30/2020   | State Council on Developmental<br>Disabilities - 2000 East Fourth St., Suite<br>115, Santa Ana 92705 | Job Developer Workshop           |
| 2/19/2020   | Goldenwest College   | Hiring Bootcamp: The Application |

|           |   |  |
|-----------|---|--|
| 2/20/2020 | Garden Grove Campus   | Spring 2020 Flex Day   |
| 2/21/2020 | Huntington Beach Adult School - Gothard Location                | One Flow Software Training   |
| 2/25/2020 | Webinar: ESSC (Easter Seals Southern California)                | Transition and Employment-Introduction to Customized Employment                    |
| 3/17/2020 | Webinar: ESSC   | How Youths Can Go to Work, Keep SSI and Other Benefits, and Live to Tell About It! |
| 4/2/2020  | Webinar: OTAN (Outreach and Technical Assistance Network)       | Recording Distance Learning in TOPSpro Enterprise                                  |
| 4/20/2020 | Webinar: OCASG (Orange County Asperger's Support Group)         | Autism at Work   |
| 4/28/2020 | Webinar: ESSC   | Able Accounts: a Great Way to Save Money and Keep SSI and Other Benefits           |
| 5/4/2020  | Webinar: CASAS (Comprehensive Adult Student Assessment Systems) | Remote CASAS Pre- and Post-Testing Webinar   |
| 5/5/2020  | Webinar: CASAS  | Distance Learning Considerations – Local Assessment Policy (CASAS)                 |
| 5/12/2020 | Webinar: OTAN   | Google Sheets and Forms  |
| 5/19/2020 | Webinar: ESSC   | Affordable Futures: Planning for Independent Living within a Youth's Budget        |
| 6/3/2020  | Webinar: ESSC   | Customized Employment: Discovery   |

**Michael Scott, Director of Adult Education, Professional Development: 2019 – 2020**

| <b>Date</b> | <b>Location</b>                   | <b>Event Title</b>                     |
|-------------|-----------------------------------|--|
| 7/23/2019   | Sacramento, CA                    | WIOA Title II Program Training         |
| 7/29/2019   | Pasea Hotel, Huntington Beach, CA | Coastline Pathways                     |
| 08/02/2019  | Los Angeles, CA                   | WIOA Title II Program Funding Training |
| 8/23/2019   | Avenue of the Arts Hotel          | Fall 2019 Flex Day                     |
| 9/27/2019   | Sacramento, CA                    | CAEP Workshop                          |

|            |   |  |
|------------|---|--|
| 9/30/2019  | Sacramento, CA  | WIOA New Admin Workshop  |
| 10/11/2019 | St. Louis, MO   | American Association for Adult and Continuing Education Conference       |
| 10/24/2019 | OC Regional Center - 10803 Hope St., Cypress                    | Asian Pacific Leadership Forum   |
| 10/31/2019 | Oakland, CA   | UMOJA Conference   |
| 11/18/2019 | College Center  | SARS Training  |
| 1/16/20    | Webinar   | CalFresh E&T Training  |
| 1/27/2020  | Huntington Beach Adult School - Gothard Location                | One Flow Software Training   |
| 1/31/2020  | Sacramento, CA  | CAEAA 2020 State Conference  |
| 2/20/2020  | Garden Grove Campus   | Spring 2020 Flex Day   |
| 2/21/2020  | Huntington Beach Adult School - Gothard Location                | One Flow Software Training   |
| 3/04/2020  | Los Angeles, CA   | A2MEND Conference  |
| 4/2/2020   | Webinar: OTAN (Outreach and Technical Assistance Network)       | Recording Distance Learning in TOPSpro Enterprise                        |
| 4/28/2020  | Webinar: ESSC   | Able Accounts: a Great Way to Save Money and Keep SSI and Other Benefits |
| 5/4/2020   | Webinar: CASAS (Comprehensive Adult Student Assessment Systems) | Remote CASAS Pre- and Post-Testing Webinar                               |
| 5/5/2020   | Webinar: CASAS  | Distance Learning Considerations – Local Assessment Policy (CASAS)       |
| 5/12/2020  | Webinar: OTAN   | Google Sheets and Forms  |
|            |   |  |

## Section 3: Facilities Planning

### Facility Assessment

Provide a description of the department facilities and specify any changes over the past five years. Provide evidence of emerging needs for modifications or additions to the department facilities. Provide evidence of emerging needs for modifications or additions to the department facilities to create a more inclusive and effective learning and working environment.

AEP facility planning will vary depending on the program type. In short, ESL and Citizenship Programs will be held at Westminster Campus, CTE Programs will be held at Garden Grove Campus, and Special Programs will be held at Newport Beach Campus. Noncredit basic skills course can be held at any campus and virtually.

### Forward Strategy

Develop a plan that specifies Facilities needs to support the implementation of your forward strategy (from Section 1). Specify how the forward strategy aligns with the Facilities Plan.

AEP will continue to utilize space at all three Coastline campuses and virtually depending on program type. Most AEP noncredit programs can be held at any site, with exception to Special Programs that require areas for food preparation, animal care, and growing crops.

## Section 4: Technology Planning

### Technology Assessment

Provide a description of the department’s utilization of technology and specify any changes over the past five years. Provide evidence of emerging needs for modifications or additions to the department technology to create a more inclusive and effective learning and working environment.

In terms of technology needs, employees requested headsets (18%), laptops (15%), microphones (13%), webcams (10%), whiteboards (10%), and general office supplies (10%). This data will be used to ensure employees have what they need to serve students. The challenge will be finding appropriate funding sources using AEP and WIOA Title II funding under state/federal spending guidelines. In addition, evidence from student surveys showed the need for WIFI. In response, AEP will utilize WIOA Title II funding to purchase 40 WIFI hotspots for student use. AEP funding was also used to provide 65 Chromebooks for student use. Need have changes significantly over the past five years, the COVID-19 pandemic has exposed the need for additional technology for staff and students.

| Technology Support Needs  | #  | Percent |
|---------------------------|----|---------|
| Headset                   | 7  | 18%     |
| Laptop                    | 6  | 15%     |
| Microphone                | 5  | 13%     |
| Webcam                    | 4  | 10%     |
| Whiteboard                | 4  | 10%     |
| Markers                   | 4  | 10%     |
| Mouse                     | 3  | 8%      |
| Cooling pad               | 3  | 8%      |
| Office supplies           | 2  | 5%      |
| CASAS report testing tech | 1  | 3%      |
| Grand Total               | 39 | 100%    |

## Forward Strategy

Develop a plan that specifies Technology needs to support the implementation of your forward strategy (from Section 1). Specify how the forward strategy aligns with the Technology Plan.

AEP's forward strategy is to provide resources to students who have challenges with online instruction. AEP staff members will survey students on their challenges with online instruction and develop or purchase resources to address those challenges. For example, developing Chromebook "How to" videos to support students new to technology or unable to afford the required technology. AEP will continue to expand these types of resources as funding allows.

## Section 5: Ongoing/New Initiatives

**Initiative:** Provide a short description of the initiative.

**Describe how the initiative supports the college mission:**

Provide an explanation of how the initiative supports the College mission.

**What college goal does the initiative support?** (New Vision 2025 goals to be added)

- Student Success, Completion, and Achievement
  - Instructional and Programmatic Excellence
  - Access and Student Support
  - Student Retention and Persistence
  - Culture of Evidence, Planning, Innovation, and Change
  - Partnerships and Community Engagement
  - Fiscal Stewardship, Scalability, and Sustainability
- How does this initiative play a part in Coastline Pathways?**
- What evidence supports this initiative?** Select all that apply
- Learning or Service Area Outcome (SLO/SAO) assessment
  - Internal Research (Operational data, Student outcomes)
  - External Research (Academic literature, market assessment, audit findings, compliance mandates)

**Describe how the evidence supports this initiative.**

Provide a summary of how the evidence supports the initiative.

**Recommended resource(s) needed for initiative achievement:**

Specify what resource(s) are needed to support the completion of the initiative.

**What is the anticipated outcome of completing the initiative?**

Specify the anticipated result(s) of completing the initiative.

**Provide a timeline and timeframe from initiative inception to completion.**

Create a timeline and provide a timeframe that can be used to complete the initiative

**New Initiative: Provide training on and assistance with enhanced noncredit curriculum to college curriculum committee members and other faculty, as needed.**

There is a need to continue to grow and improve professional development opportunities in order to successfully implement some of the programs and services related to the goals described. Areas for professional development include noncredit curriculum development processes and procedures at the colleges; IET/contextualized ESL/ELL with career training strategies including co-teaching by collaborative partners; use of shared data for program support designed to

increase student transitions; and use of common assessments and instructional reports to guide ESL/ELL instruction. The training will focus on development of enhanced noncredit programs for all interested faculty and provide stipends when available.

**New Initiative: Provide training to faculty and teachers related to distance education instructional delivery methods, techniques, and tools.**

With the rapid transition from in-person classes to distance learning due to COVID-19, the disparity in technical skills across instructors became very apparent. Some instructors were comfortable switching their courses to an online version, some had minor challenges, and others struggled significantly. Consortium members quickly responded by providing training and one-on-one assistance to instructors in need. To address these knowledge gaps and improve the delivery, effectiveness, and efficiency of online learning, AEP will focus on providing additional training to all instructors. Instructors will provide feedback on which topics are of greatest need or interest. Some topics include pedagogy/andragogy associated with online learning, using all Zoom features (e.g., breakout rooms, writing on screen/chat), student engagement, and formal and informal student assessments in distance learning. This training is intended for faculty involved in AEP and stipends will be paid when available.

**Ongoing Initiative: Continue to improve delivery of student services through online and remote methods.**

The pandemic forced the adult schools and colleges to switch as many services as possible to an online or remote format as quickly as possible to continue to adequately serve students. It was critical that members continued to provide the same level of services and support to ensure a smooth transition to online courses. The AEP Team worked to switch many services to an online format, but time will be spent on improving the online delivery of student support including application/enrollment assistance, advising/guidance, academic counseling, employment services, assessment, orientation, etc.

## Section 6: Prioritization

List and prioritize initiative requests.

| Initiative   | Resource(s)  | Est. Cost | Funding Type                                    | Health, Safety Compliance | Evidence                         | College Goal                                 | Complete By | Priority |
|--|--|-----------|---|---------------------------|----------------------------------|--|-------------|----------|
| Increase Enrollment in Current Enhanced Noncredit Programs                       | Marketing/Outreach   | \$20,000  | Marketing ongoing                               | N/A                       | Survey Students Track Enrollment | Student Success, Completion, and Achievement | 2021        | 1        |
| Create New Enhanced Noncredit Program Options                                    | Faculty/Staff  | \$10,000  | Professional and Curriculum Development ongoing | N/A                       | Increased Catalogue Offerings    | Instructional and Programmatic Excellence    | 2022        | 2        |
| Provide Student Support Services to Ensure Enhanced Noncredit Program Completion | Wraparound Holistic Services Depending On Individual Student Needs | \$30,000  | Technology ongoing                              | N/A                       | Increased Certificates Earned    | Student Retention and Persistence            | 2023        | 3        |

### Prioritization Glossary

**Initiative:** Provide a short description of the plan

**Resource(s):** Describe the resource(s) needed to support the completion of the initiative

**Est. Cost:** Estimated financial cost of the resource(s)

**Funding Type:** Specify if the resource request is one-time or ongoing

**Health, Safety Compliance:** Specify if the request relates to health or safety compliance issue(s)

**Evidence:** Specify what data type(s) supported the initiative (Internal research, external research, or learning outcomes)

**College Goal:** Specify what College goal the initiative aligns with

**Complete By:** Specify year of anticipated completion

**Priority:** Specify a numerical rank to the initiative