

33 Monterey Peninsula CCD

Plans & Goals - Consortium Approved

Executive Summary

MPAEC partners continue to work together to ensure that our planned allocations are consistent with our 3-year plan to create a thriving, expanded collaborative, adult education consortium for our region. Our 3-year plan identified priorities for our consortium to expand offerings in all program areas, improve transitions between schools, respond to the need to provide a variety of student support, provide quality instructional materials to help students succeed, and more information for students about course offerings, registration processes, child care, computer access, financial assistance, and other support available. Monterey Adult School (MAS) and Pacific Grove Adult Education (PGAE) funded ESL, HS Diploma/GED, and Adult with Disabilities programs. MAS, PGAE, and Carmel Adult School (CAS), continue to implement CTE programs to help students obtain new and stronger skills that translate to career opportunities in our region. Also working with local businesses providing ESL and skill development instruction to staff, PGAE continued partnerships with the Local Electrical Workers Union and the WIB providing on-site Apprenticeship Classes. MPAEC 2018-2019 plan will focus on the following priorities to continue progress toward goals outlined in our 3-year plan: - Increased enrollment in the Adult Education programs through marketing/advertising. - Supported opportunities for faculty and staff professional development at all sites. - PGAE will provide child care beginning next year, continue its Adults with Disabilities program providing classes to students with mild to severe disabilities. - CAS is building on ESL and HSD/GED 2018-2019- that provide integrated level ESL courses, which will increase enrollment (by approx. 100%) by working at 4 separate sites - MAS absorbed MPUSD's Certified Nursing Assistant Program and continued operation of 2 satellite ESL programs. The move to a new expanded campus incurred new infrastructure costs. MAS expanded Parent Ed which served over 130 adults. MAS increased payment points by 27 %. - MAS and MPC worked to develop pathways in HOSP and ECED. MAS has begun work on a new kitchen that will serve students in HOSP. - MPC is exploring of alignment of its ESL program with adult school partners and has established a pathways specialist position to facilitate this work. - MPC has begun to provide outreach and counseling services at specific adult school sites to assist students with education planning.

Regional Planning Overview

MPAEC has begun to organize retreats to increase dialog across sites and begin to engage stakeholders from each site in identifying gaps/opportunities that exist and other data for use in upcoming planning sessions. The MPAEC steering committee plans to focus much of its early fall 2018 meeting time to "planning to plan" where we will review prior planning activities, explore other planning processes in place at each site, discuss models from other consortia, and seek input from others. In addition, we are in the process of recruiting a new consortium coordinator and intend to select an individual with experience in planning and implementing plans related to AEBG. The planning process will be different from the prior 3-year plan in that we will be able to draw from experience gained during the initial planning cycle, start the process early, and draw from models to guide our upcoming planning process. In addition, we are discussing the possibility of utilizing an external facilitator to help guide the planning process and related conversations.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Child Care Adults with Disabilities Transportation Career and Academic Counseling Program Alignment Pathways and short-term certificate based programs with high employability Data Tracking Job-a-likes Collaboration Technology Equitable access to High School Diploma Classes and ESL Classes Access to Parent Education to improve educational outcomes for students

How do you know? What resources did you use to identify these gaps?

Using 2017-2018 consortium funding, MPAEC engaged the services of a communication consulting firm to design and disseminate a survey to gather input from the Monterey Peninsula region regarding the adult education community needs, satisfaction with current offerings, and desire for additional programs and services. In addition, MPAEC held an all day planning retreat in spring 2018 to allow faculty, staff, and administrators from each member site to gather in discipline and/or job-specific groups to engage in dialog about program needs, gaps in service, potential areas for collaboration and improvement for the upcoming year. Feedback collected from the regional adult education survey and MPAEC planning retreat helped inform the plan for the Consortium as well as individual member sites. MPAEC also reviewed local reports created by the Monterey County Workforce Development Board (MCWDB) We also utilized MCWDB labor analyses such as here [Additionally our industry partners tell us about employee needs, staffing skill / education requirements and job vacancies.](#) Our CTE programs have, close working relationships with their program industry partners, and have regular advisory board meetings.

How will you measure effectiveness / progress towards meeting this need?

As a primary indicator, MPAEC will continue to focus on student learning data in terms of CASAS results. Additionally, we will continue to track enrollment numbers and will place special emphasis on tracking the numbers of students who receive certificates in a CTE pathway as well tracking the number of students who transition to postsecondary education and jobs.

Gaps In Service**New Strategies****Strategy #1**

MPAEC has identified Child Care as a need on the Monterey Peninsula. PGAE will offer 3 child care programs to serve members in need. Two programs will be extended day child care programs for ages 18 mo - 4 yrs, 11 mo. The other will be an on-site hourly child care program for ages 18 mo to Elem school. These programs allow adult education and community college students to attend school to learn English, attain their HS diploma or equivalency, take classes in CTE, learn a skill, and get a job.

Strategy #2

PGAE and MAS have already established Adults With Disability Transition programs on their school campuses for students ages 18-22. These are district funded day programs, however, because of their age, students can enroll in many of our adult school classes. Providing a day program for adults age 22-99 offers students with disabilities a seamless transition to post secondary education and the workforce. PGAE and MAS's desire to expand Adults w/ Disabilities Day Program will be a focus in 18-19.

Strategy #3

At Monterey Adult School, key to addressing gaps in services are the development of the food service and hospitality CTE pathway, creation of a college and career center, and increased parent education offerings which will be located at our new site as well as secondary and elementary sites throughout the district. Further, MAS will become 1:1 through the utilization of purchased technology which includes 140 chrome books, 20 teacher laptops, and additional accessories.

Strategy #4

To maintain established levels of service, MAS will continue substantial time and energy to the overall performance of students as measured by the CASAS exam. We will build on the work done during the 17-18 school year when staff developed standards-aligned units of study with embedded formative assessments which have allowed and will continue to allow staff to regularly analyze student performance during PLCs and create action plans to address any re teaching needs for student mastery.

Seamless Transitions

New Strategies

Strategy #1

Pacific Grove Adult Education is planning with MPC ESL, ECED, MA, to align programs, develop visual pathways helping students create Ed Plans and career goals toward pathway transition from PGAE to the MPC campus for students. MPC and PGAE efforts toward program alignment, may involve MPC Course Articulation, MPC CTE course offerings at PGAS, MPC counselors on site hours and Instructor mentoring for MPC College Courses

Strategy #2

Monterey Adult School and Monterey Peninsula College have established a partnership which will allow for an MPC counselor to present in the MAS College and Career Center multiple days per week. This center along with MAS counselors and the MPC counselor will not only provide career counseling and resume workshops, but will also provide 1:1 support for students wishing enrolling at MPC.

Strategy #3

MAS will continue to ensure that the College and Career Readiness standards are present in classroom curriculum every day to ensure students have the academic skills needed to be successful upon their transition to either post secondary education or a career.

Strategy #4

MAS and MPC, with input from local business, continues to collaborate and has developed a foundations in HOSP class which will serve as the intro course in the food service and HOSP pathway. Students who complete the class will gain relevant hands-on skills for local industry partners and have an opportunity to interview with a local employer. This class will be offered each year and MAS will work with MPC and the consortium on the development of a concentrator class to be offered this year.

Student Acceleration

New Strategies

Strategy #1

One of MAS's primary focus areas for student acceleration is academic growth with our HSD and ESL areas. On a weekly basis, staff will refine lesson plans and continue to analyze student performance data to identify effective teaching practices which will continue, and to reteach the skills to students who did not master them. To accelerate students' progress in moving from MAS to both College and a career, MAS and MPC have begun planning contextualized CTE pathways with embedded ESL support.

Strategy #2

Monterey Adult School will expand counseling services from its College Career Center. The partnership with MPC counseling and MAS services will include resume workshops, individualized counseling, and highly visible, current job boards.

Professional Development

New Strategies

Strategy #1

AEBG Conference (Yearly). For Classified and Certificated Staff from all sites. Focus on team building, skill building, increased knowledge in AEBG and legislation. Will assess through implementation of new methods in the classroom and documentation of performance outcomes.

Strategy #2

CCAE Conference (Yearly). For Classified and Certificated Staff from all sites. Focus on team building, skill building, increased knowledge in Best Practices in Adult Education. Will assess through implementation of new methods in the classroom and documentation of performance outcomes.

Strategy #3

CASAS Conference (Yearly). For Classified and Certificated Staff from all sites. Focus on team building, skill building, increased knowledge in TOPS Enterprise, WIOA, CASAS, ASAP and DATA Analysis. Will assess through implementation of new methods in the classroom and documentation of performance outcomes.

Strategy #4

OTAN Professional Development (throughout the year). For Classified and Certificated Staff from all sites. Focus on team building, skill building, increased knowledge in Best Practices in job-a-likes. Will assess through post meeting reflection/evaluation.

Strategy #5

Adult Ed Professional Development (throughout the year). For Classified and Certificated Staff from all sites. Focus on team building, skill building, increased knowledge in Curriculum Alignment, Needs Assessment, Addressing Gaps and Barriers . Will assess through post meeting reflection/evaluation.

Strategy #6

Monterey Adult School Units of Study (throughout the year). For Certificated Staff at MAS. Focus on Units of Study which will improve learning outcomes. Will assess through change in CASAS Payment Points.

Strategy #7

Vendor Professional Development (i.e. Acellus, Burlington English, ASAP) (ongoing). For ESL, HSD, Classified Staff from all sites. Focus on Team building, skill building, increased knowledge in Best Practices in Student Engagement, Curriculum Development, Increasing student gains, and outcomes (College/Career Readiness). Will assess through measuring student outcomes, increased student gains, post meeting reflection/evaluation.

Leveraging Resources

New Strategies

Strategy #1

Monterey Peninsula Adult Education Consortium (MPAEC) members have identified shared resources and delivery methods for the members of our community in which we serve: We continue to provide classes and services to our students to ensure they are workforce ready. Career counseling, soft skills classes, apprenticeship classes, CTE classes, AWD career and life skills classes and contextualized ESL classes are several concrete examples of programs we provide across all consortia campuses.

Strategy #2

MPAEC is providing transportation options to attend work readiness and or preparedness workshops. PGAE has purchased two eight passenger vehicles to provide transportation within all of the partners in the region for a seamless AWD day program

Strategy #3

We are leveraging resources with the partnership between MAS and MPC to offer counseling service on the MAS campus, further develop CTE classes, and offer dual enrollment classes at Monterey Adult School and we are working with our LWDB to provide services on site for career counseling for our students.

Strategy #4

Extended our ESL programs to provide classes in the evening to those students who could not make it to daytime classes. Also PGAE and MAS provide ESL classes at elementary schools within their districts, to improve literacy skills of students who are English learners, and engage with the parents to increase their children's academic achievement in school.

Strategy #5

PGAE and MAS will offer child care, free of charge, to any ESL/HSD student enrolled in our programs next year, designed to increase student opportunity to gain higher levels of literacy and employment.

Strategy #6

In 2017-2018, Monterey County transitioned its AJCC partners to use the Comprehensive Adult Student Assessment System (CASAS) as its primary standardized assessment instrument. MPAEC reviews CASAS performance data and collaborates to ensure each site is leveraging best practices within assessment.

Strategy #7

MAS and CSUMB established a partnership in which CSUMB service learners worked as consultants to help Monterey Adult School analyze CASAS assessment data. This partnership will continue this year and we hope to expand this work throughout MPAEC.

Strategy #8

Monterey County Workforce Development Board (MCWDB) now refers customers to MPAEC. MCWDB encourages co-enrollment in adult education programs that foster collaboration, educational persistence and provide a valuable stepping stone to occupational credentials and higher wages. MAS and the MCWDB are currently exploring a plan to co-locate at the Monterey Adult School.

Strategy #9

Meetings are planned with partners in 2018 -2019 with the goal to increase referrals and/or co-enrollment, MCWDB's service providers have committed to work with adult education partners (MPAEC) to develop additional credentialing benchmarks, so occupational skills may be developed on a streamlined bases that re-inserts participants into the labor force, (may be part-time) while continuing education and/or training.

Strategy #10

MPAEC members have partnered with Community Hospital Of Monterey Peninsula, the Pebble Beach Company and the Monterey Plaza Hotel and Conference Center to offer contextualized English classes for their ESL employees. Additionally, PGAS has partnered with Pebble Beach Company to offer High School Diploma / HiSet classes to their employees on site.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan.

Since 2015, MPAEC has addressed the identified needs by providing pathways to high quality education and career opportunities for adult education students. MPAEC has facilitated meetings with students, teachers, and staff members to identify barriers to enrollment and success. The MPAEC steering committee meets monthly to discuss these needs and determine how to best distribute our allocation to each of our members to best serve our student population. - PGAE has

leveraged community resources and partnered with Gateway Center of Monterey Co. to provide a day program for Adults w/ Disabilities for students age 22 - adulthood. Consortia resources enabled the site to design and implement a quality Adults W/ Disabilities day program, designed to provide students with curriculum and activities in daily living skills, personal development, fiscal responsibilities, civic engagement, college visits, and work experience. A gardening class will enable the students to grow vegetables and plants to sell at the local farmer’s market. Transportation will be provided for all students to have access to all sites. Most PGAE consortia allocation for the 2018-2019 year will be dedicated to operation and capital outlay for this program. - Child Care services provided on adult education sites within our consortia have offered limited services and are at capacity and also identified for those students attending school, or returning to the workforce. - CAS continues to provide EL services for local students, especially those in the hospitality field. Our budget is largely spent on instructors and providing technical support to students. We also provide child care when needed. - MAS planned allocations are consistent with the annual adult education plan and the consortium 3-year plan. MAS focus remains on improving student outcomes within HSD and ESL as well as access to these programs, expanding our CTE pathways to include short-term certificate based classes, increased parent education classes, expanded computer classes, and a continued focus on adults w/ disabilities. - MPC’s 2018-2019 planned allocations focus on dedicating staff and resources to strengthen pathways and transition between its partner Adult Schools and the College. MPC will use AEBG funding, together with Perkins and SWP funds, to establish a “Pathways Specialist” position to coordinate the development of pathways. Funds will also be used to provide counseling and outreach srvc at adult school sites

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.

Pacific Grove Adult Education has encumbered all of its carry-over funds to meet the budget expenses of their child care facility. This program will open at the start of the 2017/2018 SY. PGAE carry over amounts from previous year are encumbered to complete our Childcare Center. Additional childcare services for students wanting to attend ESL, HSD, or Career Pathway classes on site will be offered free of charge. Carmel Adult School did not have child care last year but did the year prior. We will possibly need to transfer funds if the need arises this year. CAS carryover from the last two years will help cover expenses for the next two years. Monterey Adult School’s carry over monies will remain focused on the program areas to which they were originally dedicated. These include expanded access and increased quality within ESL/HSD, CTE Pathways, Parent Education, Adults with Disabilities, and helping adults smoothly transition into post secondary education or a career. MPC’s carry over funds will be used to support areas for which they were originally planned. These include staff and faculty time focused on increasing communication, collaboration, and program alignment between Adult Schools and the College as well as Counseling and outreach time to help students at Adult School sites transition to College. Remaining funds will be used for staff and faculty professional development and to support marketing for the College’s ESL program.

Certification

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Approved
2018-08-15

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