

# 13 Morongo Basin AEBG Consortium (Copper Mountain)

## Plans & Goals - Consortium Approved

### Executive Summary

On February 22, 2019, The Morongo Basin California Adult Education Consortium (MBCAEC) convened to discuss a 3 year plan to carry through to 2022. MBCAEC members participated in a pre-planning assessment of the current status of adult education in the Morongo Basin. Each member was asked to submit an assessment of the consortium, using the "Program Quality Self-Assessment" and completing a form to gather input before the meeting date. Based on this assessment, the consortium found three key areas upon which to focus: Connection, Completion/Transition, and Entry. After a detailed presentation, plans were drawn to address each of the three areas to increase the rubric scores to an average score of 3.0 or higher. The goal of the 2019-22 plan will be to address the areas with the lowest average scores. Under the "Connection" focus area, the consortium identified additional areas requiring attention: using stretch goals for recruitment that is informed by data and individuals being knowledgeable in programs offered. The consortium realized that a formal recruitment plan which reaches out across partners is vital to improvement in this area. In 2019, a plan was developed and will be implemented by summer 2021. The original implementation plan has been slowed by the COVID-19 pandemic. Secondly, under the focus area "Completion/Transition," the consortium identified three additional areas of focus, including collaboration with partners, regularly assessing effectiveness, and utilizing shared systems to support transitions. Two common themes within this focus area were data integrity and alignment of work already being completed separately by each of the members. The consortium was able to agree upon a 5% increase in key metrics such as increasing individuals served, leading to successful transition to post-secondary education. This will be completed by building an infrastructure that aligns work, using shared systems within the Morongo Basin Adult Education Consortium. Finally, under the "Entry" focus area, the consortium identified three additional areas upon which to focus, including shared learning plans, an early alert system, a common assessment (which is already being done with the CASAS instruments), data, and placement policies. A theme relevant in other focus areas included data and the ability to share across systems. Additionally, consortium partners have started implementation around student-centric policies and procedures, including Career and Technical Education programs and pathways to ensure the successful completion of student educational and career goals. Through this planning process, consortium partners realized the importance of focusing on collaboration across agencies to ensure successful pathways for the adult education students being served. The consortium has developed plans to have shared learning paths, early alert systems, and common policies. In summary, the consortium took a holistic approach in using the pre-planning assessment to identify key areas upon which to concentrate over the next three years. Overall, the focus will be on improving data integrity to adjust educational pathways, ensuring successful completion for our students. Some of the key projects include a "Recruitment and Marketing Plan, procedures to ensure students stay on their educational path, and clarification of the different adult education pathways being provided within and between the adult programs offered by the Morongo Basin Adult Education Consortium members and its partners.

### Regional Planning Overview

Pages 25-26 of our Three-Year Plan provide, in a table format, a summary of our implementation procedures, including the following four areas: 1. area of focus 2. specific area plan 3. goals 4. the estimated timeline of completion

## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

As indicated in our Three-Year Plan, there are significant community needs. According to ESRI and ACS Data for the Morongo Basin, 5,644 residents do not have a high school diploma while 2,768 are unemployed. Poverty levels are likewise high for an area of our size as 8,464 residents meet the federal poverty definition. In addition, the data indicates that for 508 people residing in the Morongo Basin, English is not their first language.

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

CMCCD accessed data from ESRI and ACS Data for the Morongo Basin.

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

As indicated in this Annual Plan, we are in the process of implementing a Recruitment and Marketing Plan, specific to our Adult Education programs. We are beginning to see an increase in our enrollment in the four programs being targeted: the Adult High School Completion, GED/HiSET Prep, ESL, and CTE Programs. Additionally, our media services run demographic reports that track new students and their method of "hearing about us." Further, the CMC Student Success Center is implementing a Case Management Retention Plan via a dedicated counselor follow-up to address the issue of adult students leaving our programs before completion. We see that with this two-pronged approach, we are not only increasing our enrollment but also retaining a greater percentage of students in each of these four programs specific to Adult Education.

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

An ongoing strategy for CMC is to create academic pathways that lead from adult education (HS completion, GED or HiSET completion) to either short-term certificates OR credit coursework at the college level. Copper Mountain College is working jointly with Morongo Unified School District. as each district is creating new short-term certificate programs that will be available for adults in our consortium area. In addition, an Adult Education faculty member will be surveying our students as part of their dissertation project concentrating on GED students who transition to college credit coursework. The results of this survey will help inform our strategies as we move forward, particularly as the Coordinator of Developmental Education, the Student Success Center faculty and staff, and the ACCE faculty work together to create Guided Pathways for the Adult Education student while in the program and beyond, whether that next path is college coursework, CTE programs, the military, or the workforce.

**Seamless Transitions****New Strategies****Strategy #1**

Both CMC and MUSD have partnered to open two satellite sites where we offer our adult education programs as well as new CTE programs. These CTE programs are offered and taught by MUSD faculty. Registration priority is given to the MUSD high school student, if there is seating room available in the class after the initial registration, , adults are permitted to enroll in these CTE courses. In 2018-2019, we began writing Course Outlines of Record (CORs) for these noncredit CTE courses that align with the MUSD curricula. In 2019-2020, we are continuing to write CORs for the remaining CTE courses, and the CORs will follow the required process for California Community College curricula: 1. CMC technical review, 2. CMC Curriculum Committee, 3. CMC Academic Senate, 4. CMC Board of Trustees, 5. CCC Chancellor's Office. Further, the transition discussed in the "Gaps in Service" above will also prove crucial to this process, especially for the Adult Education Program completers who transition from noncredit to credit-earning classes at the college level.

**Student Acceleration****New Strategies****Strategy #1**

With the exception of MASP (Military Academic Skills Program), all of our Adult Education programs and courses are open-entry/open-exit which makes accelerated courses for the high school, GED/HiSET, and ESL programs unnecessary. Our adult students in our high school and GED/HiSET programs receive individualized instruction made available to them with through, GradPoint, Edmentum and GED Academy software programs. Our high school students using Edmentum enroll in the courses required for the diploma while our GED/HiSET students are able to take a diagnostic test in each subject area, thereby identifying weaknesses for each student to focus upon within the individualized instruction and tutoring follow up. We're currently receiving funding for EL Civics through our WIOA grant, and our ESL faculty are incorporating various COAPPs into their classes. As mentioned earlier, MUSD continues to add CTE programs for their K-12 students, but if there's space available, we're able to enroll adult students into those CTE courses.

## Professional Development

### New Strategies

#### Strategy #1

Faculty and staff attend professional development events regularly. In addition to these events mentioned in previous years annual plans, our Adult Education faculty attended the annual National Conference for Race and Ethnicity in American Higher Education (NCORE) and the On Course training. We plan to send faculty members to the NCORE conference in 2021 as the COVID-19 pandemic has caused this year's 2020 conference to reschedule. In addition, we plan on sending our two part-time ESL faculty to Southern California ESL workshops and conferences, and we hope to send at least one GED Prep faculty member to the national GED conference. We also will send faculty and staff to the CASAS Summer Institute in June 2021. The Coordinator, faculty, and staff will continue to attend the regional CAEP meetings held at Cal State San Bernardino, and the Coordinator will attend the quarterly Workforce Development Board meetings. We have sent staff members to attend the ASAP conference in October 2019. Staff and faculty will attend TOPS Pro training and various conferences related to adult education such as CCAE South Coast as well as the ACSA, CAEAA and CCAE State Summits or Conferences. Online workshops and webinars are now available for both faculty and staff, who will seize these professional development opportunities throughout the year.

## Leveraging Resources

### New Strategies

#### Strategy #1

CMC participates in the local County WIB, and we have signed-on to the MOU regarding all county agencies that cover WIOA I, II, III, and IV services. Additionally, we work with our local chambers of commerce, and our local libraries. Our partner in the Consortium is the Morongo Basin Coalition for Adult Literacy (MBCAL), and they provide volunteers who work with our ESL students, both during and outside their ESL classes, as well as our adult basic education students with low literacy levels .

## Fiscal Management

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

Moving forward, CMC will remain the fiscal agent in the fiscal year 2020-2021. The year 2019-2020 was the second year of a two-year lease agreement between ACCE-West located in Yucca Valley and CMC. At our upcoming September 30, 2020 meeting, we will discuss the continuation of the lease for ACCE-East located in 29 Palms. (ACCE is the Academy of College and Career

Excellence.) The lease for each location is paid out of the allocation to CMC as the ACCE-East facility is owned by MUSD while the ACCE-West facility is leased to MUSD and CMC utilizing a sub-lease with MUSD. Students in our Adult High School Completion Program and our GED/HiSET Prep program will be able to work on their adult education requirements at either of these sites as well as the CMC campus in Joshua Tree. This will facilitate our continued support, providing services to locally identified geographical locations including 29 Palms (East), Joshua Tree (Central), and Yucca Valley (West). In addition, MUSD is offering CTE programs for their K-12 students, and adults are offered any available seats in those programs after initial enrollment. This year, CMC will continue to plan short-term certificate programs and the curriculum will be going through our approval process. Because the CMC process involves planning and implementation, the funds required for implementation are usually greater than is required for the planning process.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2020-21.**

In previous years, CMC allocation rolled-over from one year to the next purposely as we knew that we would be needing a significant amount of funds for our purchase of two modular buildings for our expanding adult education programs at the CMC main campus located in Joshua Tree. We don't anticipate that either member of our consortium will need to roll-over 2020-2021 funds.

## Certification

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