

13 Morongo Basin AEBG Consortium (Copper Mountain)

Plans & Goals - Consortium Approved

Executive Summary

On October 14, 2021, the Morongo Basin California Adult Education Consortium met to discuss plans for the upcoming three years. Before the meeting, we discussed a pre-planning assessment on the current status of adult education in the Morongo Basin. We are going to schedule a meeting to discuss three key areas upon which to focus: 1. Connection 2. Completion/Transition 3. Entry to a college program. We will develop Plans that will address each of the three areas to increase the rubric scores to an average score of 3.0 or higher. The goal of the 2021-22 plan will be to address the areas with the lowest average scores. Previously 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. 1. A formal recruitment plan will be developed that reaches out across partners is vital to improvement in this area. Over the next year (2021-2022), a formal plan will be developed and implemented by Spring 2022. 2. Under the focus area "Completion/Transition," the consortium identified three additional areas for concentration. a. Including collaboration with partners b. Regularly assessing effectiveness c. 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 next consortium meeting, we will discuss keeping the 5% increase in key metrics such as increasing individuals served, and leading to successful transition to post-secondary education. This will be completed by building 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: 1. Including shared learning plans 2. An early alert system 3. A common assessment 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 CTE programs and pathways to ensure completion of education goals. Consortium partners realized the importance of focusing on collaboration across agencies to ensure successful pathways for the adult education students being served. A plan was developed to have shared learning paths, early alert systems, and common policies. The goal for this program year is to develop and complete the goals of the three-year plan. This year we plan (Frantz's goals) to address the decline and decrease outcomes. The consortium did not utilize the CASAS testing in 2021 because we no longer have WIO funding. The consortium will plan to use another type of measuring tool for our adult education students.

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, and 4. the estimated timeline for accomplishing each goal. This program year, we will continue to implement these procedures.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

This will be indicated in our Three-Year Plan, there are significant community needs. According to ESRI and ACS Data for the Morongo Basin, 8,468 residents do not have a high school diploma while 2,797 are unemployed. Poverty levels are likewise high for an area our size as 8,464 residents meet the federal definition. In addition, the data indicates that for 1,242 people residing in the Morongo Basin, English is not their first language. There are residence that are 50 and older that make up 42.8% of the residence that do not have a high school diploma while 19 and younger make up 23.7%.

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

ESRI and ACS Data for Morongo Basin. Regarding ESL/ELL students: The Adult Education Program plans to address the need for Citizenship classes in preparation as student test to become U.S. Citizens. Outreach and expansion: ESL/ELL enrollment- we currently have a team working to reach out to local businesses and community, using emails/social media/radio/newspaper/flyers in English and Spanish to be sure all are aware of our ESL/ELL Program serving student both in Yucca Valley (YV Elementary School) and Twentynine Palms (Palm Vista Elementary School) locations.

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

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Gaps In Service

New Strategies

Strategy #1

An ongoing strategy for us is to create academic pathways that lead from adult education (HS completion and GED completion) to either short-term CTE certificates OR credit coursework at the college level leading to an associate degree. Having MUSD and CMC working together, each district will create a new short-term CTE certificate programs that will be available for adults in our consortium area. In addition, one of our Adult Education faculty members has surveyed our students as part of his dissertation project focusing on GED students transitioning into a postsecondary education. The results of this survey is that many of the GED graduates face several different barriers when entering, and completing their first year of college. As a consortium, we will develop strategies that will decrease the barriers that are preventing our adult education students from entering and graduating college. There will be strategies that will be developed by the Adult Education Program Coordinator, Adult Education Counselors, the College General Counselors, Vice President of Student Services, faculty, and staff to create a Guided Pathways for the adult education learners at both ACCE facilities. These strategies will focus on transitioning adult education learner from the familiar high school lab setting, into the unfamiliar, and sometime intimidating college campus settings, CTE programs, the military, or the workforce.

Strategy #2

Strategy #2 In 2021-2022, we will be developing a Recruitment and Marketing Plan for our Adult Education noncredit programs. We will be utilizing some of our CAEP funding to market the program through social media platforms such as Facebook, Instagram, and programmatic marketing. We will continue to work with the local radio station and marketing company to produce a professional video that emphasizes both the adult education and CTE programs available to adults, with no cost to the student.

Seamless Transitions

New Strategies

Strategy #1

Both CMC and MUSD have partnered to open two satellite sites that are located in Yucca Valley (ACCE West), and 29 Palms (Acce East), where we offer our adult education programs as well as new CTE programs. These CTE programs are offered and taught by MUSD faculty, but if there is room available in the class, our adult learners are allowed to enroll in these CTE courses. In 2021-2022, we are in the process of completing our Course Outlines of Record (CORs) for these noncredit high school

courses that align with the MUSD curricula. Our Adult Education Coordinator will meet regularly with the K-12 Pathway Coordinator/CTE Specialist, to discuss and strategize best practices for recruitment. We have a robust CTE program offered at CMC. Our students are informed about not only are credit classes, but or certificated programs. In 2021-2022, we will continue to write CORs for the remaining CTE courses, and the CORs will follow the required process for California Community College curricula: CMC technical review, CMC Curriculum Committee, CMC Academic Senate, CMC Board of Trustees, CCC Chancellor's Office. Furthermore, the transition discussed in the "Gaps in Service" above will also prove crucial to this process, especially for the Adult Education program completers who move from noncredit to credit-bearing classes at the college level. (Add the 7 other programs to the strategy) Increase enrollment in ESL classes.

Student Acceleration

New Strategies

Strategy #1

The High school Completion, GED, and ESL programs and courses are open-entry/open-exit which makes accelerated courses for the high school, GED and ESL programs virtually moot. Our adult students in our high school and GED programs have individualized instruction available to them with our, respectively, Edmentum and GED Academy software programs. Our high school students using Edmentum are enrolled in these courses based on their previous transcripts which must meet the California requirements for a high school diploma while our GED students are able to take a diagnostic test in each subject area, thereby identifying areas for improvement for them to focus upon in an individualized instruction and receiving tutoring from lab faculty when needed. As mentioned earlier, MUSD continues to add CTE programs for their K-12 students, but if there's space available, we are able to enroll our adult education students into those CTE courses.

Professional Development

New Strategies

Strategy #1

Faculty and staff will attend professional developments opportunities when they arise. In addition to those events mentioned in last year's annual plan, one Adult Education faculty member attended the annual National Conference for Race and Ethnicity in American Higher Education (NCORE) and two faculty members attended the On-Course training. We hope to send several faculty members, staff and program coordinator to the NCORE conference in 2022. In addition, we plan on sending our three 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 this year. We also will send faculty and staff to the CASAS Summer Institute in June 2022. The Coordinator, faculty, and staff will attend the regional CAEP meetings (usually in San Bernardino), and the Coordinator will attend the quarterly Workforce Development Board meetings. We will have one staff members who will be attending the ASAP conference in October 2022, and when needed, staff and faculty will attend COMIS training and various conferences related to adult education such as CCAE South Coast in Palm Springs as well as the ACSA, CAEAA and CCAE State Summits or Conferences. Online workshops and webinars are also available for both faculty and staff, who will utilize these PD opportunities throughout the year.

Leveraging Resources

New Strategies

Strategy #1

CMC participates in the local County WIB, additionally, we work with our local chambers of commerce, businesses, and we are looking forward to working with our local libraries. As an Adult Education Program, we will work to support our DSPS/ACCESS students to support their success. Our student with-in the CalWORKs program, we provide daycare) are able to work on their HS Diploma or GED program and move on to secondary education in CTE or credit classes at CMC. Our Adult Ed program distributes information regarding CalFresh (Find Food Bank 2x a month on CMC campus) to offer healthy foods. We are ready with information regarding local hot lines and emergency assistance to help students with mental health issues.

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.

CMC has remain the fiscal agent in the 2021-2022 fiscal year. The year 2021-2022 will continued our lease of (ACCE is the Academy of College and Career Excellence.) ACCE-West located in Yucca Valley, and ACCE East located in 29 Palms at our next meeting in January, 2022, we will discuss the continuation of the lease for both locations. The lease for each location is paid out of the allocation to CMC as both the ACCE-West and East facility is owned by MUSD while the ACCE-West and East facility is leased to MUSD and CMC utilizing a sub-lease with MUSD. Students in our Adult High School Completion Program and our GED Prep program will be able to work on their adult education requirements at either of these sites. The ACCE-West are available to students from Monday through Friday and from 8am-5pm and ACCE-East is available to students from Monday through Friday and from 2pm-7pm for our working adult learners. In this way, we are providing services that are geographically convenient: 29 Palms (East), Joshua Tree (Central), and Yucca Valley (West). In addition, MUSD is offering CTE programs for their K-12 students, but adults are offered any available seats in those programs. This year, CMC will continue to plan and develop short-term certificate programs and the curriculum will be going through the approval process. Because our 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 2021-22.

In previous years, it may have looked to the outside observer as if we didn't need our complete allocation because we had significant amounts of CMC allocation rolled-over from one year to the next. However, this year all of our allocation will be used for the two sites and for faculty, staff, and counselors for both of those sites to better serve our adult education students. We don't anticipate that either member of our consortium will need to roll-over 2021-2022 funds.

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01/27/2022 09:16 AM PST

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01/27/2022 11:07 AM PST



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