

13 Morongo Basin AEBG Consortium (Copper Mountain)

Plans & Goals

Executive Summary

The Morongo Basin Consortium is a collaboration of Copper Mountain College and the Morongo Unified School District, each committed to improving the economic well-being of students in the community. The three-year planning process involved taking a hard look at areas that are not served at all or are severely underserved in the community. The consortium also discussed and evaluated the trajectory of current services and how those can reach more students in the Morongo Basin and lead to improved outcomes once students are engaged. This plan outlines objectives and activities in the area of program expansion, delivery improvement, increasing support to students, and addressing underserved communities identified in the planning assessment. The Consortium will monitor the use of funds to work toward the goal of 100% expenditure for both agencies in order to achieve the outcomes laid out in the plan. As indicated by the evaluation of our region data, there is an educational need for increased programs and services in the area of literacy, high school completion, civic engagement, and workforce development.

For the three-year plan, adult education student zip code data was pulled to look at where our non-credit students were coming from. The analysis showed that having services at three locations throughout the Morongo Basin would afford more opportunity and accessibility to the students enrolled in our Adult Education non-credit programs, as students equally came from the both ends of the Basin.

This year, CMC now provides programs and services in both Yucca Valley and Twentynine Palms in addition to Copper Mountain college in Joshua Tree, thus creating fewer barriers to enrollment. These sites provide a community need to further the educational attainment in the Morongo Basin.

To date, CMC has made progress in achieving outcomes specified for year one of the CAEP 3-Year Plan. This includes the following below:

Improve Integration of Services & Transitions

- CMC has provided two part-time co counseling faculty and an interim program specialist to support adult education students through the matriculation, onboarding, educational planning, and enrollment process.

Address Educational Needs

- A part of CMC's effort to increase CTE program offerings, the college has proposed and approved curriculum related to construction trades. This will include OHSA training and certification which will be available to anyone needing the certification for employment.
- CMC's Tutoring and Academic Support Center (TASC) provides adult education students tutoring located at the main campus. Efforts will be made to provide tutoring at the offsite locations.
- The ACCE West location (lease agreement with MUSD) has relocated its instructional, student support, and administrative offices to allow students to enter the space in an easier and more welcoming manner. Upon entry, students are greeted by a support staff member and guided throughout the enrollment process. Staff are available to assist students with self-paced coursework, and a counselor is at West Mondays and Fridays from 8am-5pm to assist with education plans. There is also an exclusive Access counselor on site every Wednesday from 2-7pm at our Twentynine Palms site.
- CMC's adult education curriculum is in the process of having Course Outlines of Records be approved for online (synchronous/asynchronous) instruction. This will increase the number of community members who are able to access CMC's adult education programs and course offerings. [U1]
- Parenting noncredit courses have been developed, approved, and are ready to be offered for Spring 2023.

Improve Effectiveness of Services

- MUSD assists CMC with marketing adult education program and course offerings for AHD, GED, and ESL.

Regional Planning Overview

As indicated by the evaluation of our region data, there is an educational need for increased programs and services in the area of literacy, high school completion, civic engagement, and workforce development.

Through collaborations with MUSD and other local community-based, faith-based, and non-profit agencies, CMC will expand efforts to support adult community members and their families by providing high quality educational opportunities and services. Curriculum development will be informed by community needs and the regional scan completed as a part of the consortium's 3-Year CAEP Plan. This will also include online modalities and course offerings in Spanish in an effort to increase reach and access. The college will identify resources to provide wrap-around support services to assist students with the enrollment process and being successful both inside and outside the classroom.

Additionally, CMC will submit Request for Application (RFA) for Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) grant. This will position CMC to improve data requirements to the appropriate local, regional and federal agencies.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

As indicated in our Three-Year Plan, there are significant community needs. These needs were assessed using a survey, sent to all members of the CAEP consortium and to employees with connection to or a knowledge of Adult education services in the area, and also from ESRI and ACS data for the Morongo Basin. According to the data, 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 residents who are 50 years of age and older that make up 42.8% of the residents who do not have a high school diploma while 19 years of age and younger make up 23.7%.

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

These needs were assessed using a survey, sent to all members of the CAEP consortium and to employees with connection to or a knowledge of Adult education services in the area, and also from ESRI and ACS data for the Morongo Basin.

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

As mentioned above, we will evaluate the trajectory of current services and how those can reach more students in the Morongo Basin and lead to improved outcomes once students are engaged. The areas of program expansion, delivery improvement, increasing support to students, and addressing underserved communities identified in the planning assessment.

Improve Integration of Services & Transitions

2022-23 Strategies

Strategy Name

Expand Curricular Integration

Activity that Applies to this Strategy

Expand curricular integration

Metrics that Apply to this Activity/Strategy

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

Strategy Description

MUSD will align its CTE Pathways to CMC's program and course offerings and allow adult learners to earn college credit as electives for their high school graduation requirements.

This includes:

MUSD-Medical Assistant to CMC-Nursing Program; MUSD-Private Security to CMC-Administrative of Justice

MUSD-Cyber Security to CMC-Computer Programming; Culinary Arts for both MUSD and CMC; new MUSD courses in Dental and Pharmacy.

This will allow students to satisfy graduation requirements while earning college credit that lead to certificate and or degree completion.

Strategy Name

Core Basic and Educational Needs

Activity that Applies to this Strategy

Provide for core basic and educational needs

Metrics that Apply to this Activity/Strategy

- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Strategy Description

CMC has provided two part-time counseling faculty and an interim program assistant to support adult education students through the matriculation, onboarding, educational planning, and enrollment process. Additional counseling support is currently being identified, and an exclusive Access counselor has been hired to work at our East site one day per week. CAEP funding can support vouchers for GED Ready (Practice Test) and Battery (Final Test per Subject Area) Tests. Through collaborations with MUSD, CMC's Foundation, and CMC's Student Services, CMC will work towards addressing students' basic needs in an effort to remove barriers that deter course success, persistence, and completion.

Strategy Name

Support Educational Needs of Students' School-Aged Children

Activity that Applies to this Strategy

Support educational needs of students' children

Metrics that Apply to this Activity/Strategy

- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Strategy Description

A feasibility report will be compiled to identify the facilities, personnel, and other services needed to support the initiative of funding academic support / tutoring for any adult learner with a school-aged child. This would also entail knowing which specific grade levels and subject areas to better assist the children, and any liability measures that need to be taken into consideration with minors.

Address Educational Needs**2022-23 Strategies****Strategy Name**

Update Curriculum

Activity that Applies to this Strategy

Add distance modality to AHD and GED programs

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

CMC currently has two noncredit courses approved for DE-301 Supplemental Reading (supports credit ENG-051) and DE-317 College Preparation Reading. All Course Outlines of Record for courses which prepare to earn/complete their AHD/GED and/or improve their English language skills will be updated to allow for online delivery. CMC currently uses Edmentum that can be accessed online anywhere, but students can only access this instructional tool at the college's offsite and main campus locations.

Strategy Name

OSHA Training and Certification

Activity that Applies to this Strategy

Add OSHA Training Capacity

Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Median Change in Earnings (AE 801 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Strategy Description

OSHA training and certification will be available to anyone needing the certification for employment reasons. CMC will assign its construction faculty member to develop a noncredit OSHA training course that leads to certificate completion and that will be available for in-person and online delivery. OSHA competency requirements will be reviewed and will inform CMC's curriculum development process.

Strategy Name

Expand Offerings to Better Serve the Community - Parenting Classes

Activity that Applies to this Strategy

Expand offerings to better serve the community

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)

Strategy Description

Seven parenting noncredit courses have been developed, approved, and are ready to be offered for Spring 2023 (course listed below). These courses are designed to provide adults with children parenting techniques and skills to foster a positive environment for child development. A decision is pending on which course(s) to offer for Spring 2023. CMC is seeking to partner with both MUSD as well as with the Child Welfare Office.

- PAR 100 – Parenting Essentials: Parenting Infants & Toddlers
- PAR 101 – Parenting Essentials: Parenting Preschool Children
- PAR 102 – Parenting Essentials: Parenting School-Age Children
- PAR 103 – Play-Based Parenting: Creative Art & Music (Ages 1.5 – 2.5 Years)
- PAR 104 – Play-Based Parenting: Creative Art & Music (Ages 2.5 Years – 5 Years)
- PAR 105 – Play-Based Parenting: Developmental Movement (Ages 12-24 Months)
- PAR 106 – Play Based Parenting: Developmental Movement (Ages 2-3 Years)

Strategy Name

Expand Services for EL Students - WIOA Title II: AEFLA RFA

Activity that Applies to this Strategy

Expand services for EL students

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Employment and Earnings: Median Change in Earnings (AE 801 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Strategy Description

CMC is in the process of submitting a Request for Application (RFA) for the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) grant. This will position CMC to improve data requirements to the appropriate local, regional and federal agencies. Additionally, deliverables for the grant will require CMC to utilize Comprehensive Adult Student Assessment Systems (CASAS) tests for intake/placement, identifying learning gains, attendance accounting, and EL Civics education. If approved, this will account for AY 2023-2024, AY 2024-2025, AY 2025-2026, and AY 2026-2027. CMC will earn funds via payment points/funds two fiscal years (July 1st, 2025) from the starting year [2023-2024].

Strategy Name

Provide Services Where Students Are Located – ACCE West Spatial Setup

Activity that Applies to this Strategy

Provide services where the students are at

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

CMC Support Staff in collaboration with MUSD's ACCE West administration, were able to relocate office and classroom spaces such that it allows students to enter the space in an easier and more welcoming manner. Additionally, CMC now has access to an outdoor space that students can utilize; designing the outdoor space is still pending. Upon entry, students are greeted by a support staff member and guided throughout the enrollment process. Staff are available to assist students with self-paced coursework.

Improve Effectiveness of Services**2022-23 Strategies****Strategy Name**

Expand Outreach and Marketing

Activity that Applies to this Strategy

Expand outreach and marketing

Metrics that Apply to this Activity/Strategy

- All: Number of Adults Served (AE 200 - Overall)

Strategy Description

MUSD assists CMC with marketing adult education program and course offerings for AHD, GED, and ESL.

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 remained the fiscal agent in the 2022-2023 fiscal year. The year 2022-2023 will continue our lease of ACCE (Academy of College and Career Excellence.) The Copper Mountain College Adult Education Program leases space at the ACCE East and West facilities, located in Twentynine Palms and Yucca Valley, respectively. These facilities are leased through a Facility Use Agreement with Morongo Unified School District (local K-12) by CMC to occupy portions of that space for course and support services to students enrolled in the Adult Education Program. The cost of these lease agreements is funded through the member allocation to Copper Mountain College from the Morongo Basin AEBG Consortium. 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-1pm 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 2022-23.

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 2022-2023 funds.

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