

## Section 1: Consortium Information

# Monterey Peninsula Adult Education Consortium

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Submitted: June 6, 2019

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## Section 2: Comprehensive Regional Three-Year Plan

### I Executive Summary

Monterey Peninsula Adult Education Consortium continues to grow capacity within all seven program areas, with an emphasis on continued improvement of our core program areas of ESL, HSD/GED and CTE, increasing recruitment and retention, creation of pathways to college and career, aligning resources with need in the region, and improving student success. These gaps and goals were identified through multiple data points, including census data, regional labor data, community surveys of enrolled and non-enrolled persons, member data and stakeholder feedback.

AEC continues to focus on improvement of our core program areas of ESL, HSD/GED and CTE as measured by baseline data seen in enrollment dashboard and attendance systems. Our goal is to increase the effectiveness of these programs as evidenced by an increased percentage of students achieving educational level gains, workforce preparation milestones, students completing high school diploma or equivalent, transition to postsecondary education, and increased wages and earnings. We identified increased access to professional development, curricular support, cross training, and increased collaboration time between departments and sites to be a way to address continued improvements in this area. We also identified the need to update systems and staffing needed to maintain effectiveness.

Data indicates the need to improve recruitment and retention rates in all schools and program areas as evidenced by the number of potential students who meet the one or more of the seven program areas, especially in Marina and Seaside communities. The consortium plans to focus on increasing the awareness and visibility of consortium programs through the rebranding of the consortium and increased marketing efforts. The goal is to increase the participation in historically and currently underserved communities within our region.

AEC focus for the next three years is to build pathway programs from the adult schools to the community college in data identified industry sectors. The consortium goal is to build a career pathway in one or more of the following sectors: education, medical fields, hospitality and tourism, business and informational technology. The focus will be on co-enrollment and college credit courses offered at the adult schools. As part of this goal, our consortium is exploring ways to reduce barriers to establishing residency at the community college, track transitions to postsecondary, provide access to community college personnel at the adult schools, co-enrollment of credit and non-credit courses with the adult schools, and align curriculum across departments for smooth transitions to post-secondary education.

AEC is dedicated to the alignment of resources with needs as it pertains to access to programs that will create living wages and increased economic mobility for all potential and current AEP students. As such, the consortium will focus on creating structures and systems to will allow for transparency of funds, students served, accountability and alignment to CAEP outcome areas through the revision of bylaws and other forms of governance. The consortium plans to create structures for using data to align resources with needs and to best support all members in achieving their goals.

## 2 Pre-Planning Assessment

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### Consortium-wide

A variety of tools including the pre-planning assessment tool was used by all consortium members both individually and as a consortium. Through the process, we identified strengths in the following major categories: Completion, Progress and Entry. In the Completion category, the partnership with the local workforce development board and community partners has been identified as a strength. In the Progress category, our strength includes the agencies offering robust and contextualized integrated education. The strengths in the Entry category include using multiple measures to place students upon entry, students complete educational learning plans, and consortia members collaborate to provide counseling/enrollment services.

Through the self-assessment, our consortia identified areas of growth in the following categories: Capacity and Connection. The Capacity category subareas of improvement include: the maintenance of effective collaborative processes for planning, implementation and accountability and agencies have resources that promote adult learning and provide high levels of access to communities of need. In the Connection subcategories the areas of improvement are the following: Consortia and members collaboratively engage prospective students from communities of high need to provide services in aligned program areas and Consortium agencies demonstrate a “no-wrong door” approach to postsecondary education and training.

Overall the self-assessment revealed how each member is strong individually and we have much growth in the area of collaboration of the consortia as a whole.

### Carmel Adult School

Carmel Adult school is located in Carmel California and serves students in Carmel-by-the-Sea, Carmel Valley, and the more remote areas of Big Sur and Cachagua. Our programs include English to non-native speakers (ESL 1). We offer afternoon and evening classes, two in Big Sur, one in Carmel Valley and one in Cachagua. Most of our students are employed in the Hospitality industry but we welcome all students and will teach to their level as our class sizes are small at times. Primarily students who participate in the Carmel Adult School are interested in expanding their vocabulary and their general English Skills especially around the hospitality industry. When students complete the ESL 1 course from Carmel Adult School, we refer to our consortium members in Pacific Grove and Monterey.

## Monterey Adult School

Monterey Adult School is located in Seaside, California and serves students in Seaside, Marina, Monterey, Pacific Grove, Carmel, Big Sur, San Simeon, Pismo Beach, San Luis Obispo, Santa Barbara, Santa Cruz, and Salinas. Our programs include teaching English to non-native speakers, High School Diploma and General Education Diploma, Career Technical Education, Parent Education and Adults with Disabilities. We offer evening and morning classes in Beginning, Intermediate and Advanced ESL with a quarterly focus on rotating EL Civics units. We also offer multi-level ESL at several satellite sites, including the Naval Postgraduate School and an elementary school in Marina. Our CTE classes focus on information technology and hospitality. Computer Basics is offered morning and evening, and Intermediate Computers, offered in the evenings, provides industry specific certifications in partnership with the Computer Industry Training Institute (CITI) and the National Center for Industry Analysis and Assessment (NCIAA). We also have a Kitchen Fundamentals CTE course that focuses on ServSafe Certification and workforce preparation in the culinary arts. We also partner with the Monterey County Workforce Development Board to offer pre vocational workshops in Salinas. Our parent education programs, in partnership with Monterey Peninsula Unified School District, focuses on k-12 success through classes with a focus on literacy, positive discipline, play and learn and opening doors. We address barriers to persistence through free childcare, low cost CTE courses, open enrollment, bus pass program, access to college and career planning, career workshops and counselors.

Based on data analyzed, Monterey Adult School will continue to focus on maintaining quality and quantity of current services and will also address needs by expanding HSD/GED and ESL services to the Marina community, revise the structure and curriculum in the HSD program, create contextualized and integrated educational training in informational technology and culinary arts, and create a pathway program to the associate degrees in Hospitality and Tourism through the expansion of our culinary arts program. We will also focus on collaboration with the consortium and working with the revision of governance structures and by laws, contributing to data transparency and analysis and support other members in achieving AEP outcomes.

## Monterey Peninsula College

Monterey Peninsula College (MPC), with campuses located in Monterey, Marina, and Seaside, serves the communities of Big Sur, Carmel, Carmel Valley, Del Rey Oaks, Marina, Monterey, Pacific Grove, Pebble Beach, Presidio of Monterey Annex, Sand City, and Seaside. MPC classes are held on the Monterey campus, at the MPC Education Center at Marina, at the Public Safety Training Center in Seaside, online, and at many locations throughout the communities served by the College, including high school and adult school sites. MPC offers over 100 degree and certificate programs that are designed to support the goals of students pursuing transfer, career training, basic skills, and lifelong learning opportunities. MPC offers six levels of instruction in English as a Second Language. Lower level courses are designed to help non-native English speakers communicate by gaining fluency in listening, speaking, reading, and writing English. Upper level courses focus is on academic English and are designed to help students transition to and succeed in other college-level courses.

In addition, MPC offers robust Career Technical Education (CTE) programs which helps students of all ages learn and develop strong academic and technical knowledge and skills necessary to succeed in future careers as well as opportunities to upgrade existing skills and to become lifelong learners. MPC's current CTE program focuses on college-level, credit, courses and programs. Based on data analyzed and consortium

the planning activities, MPC will continue to focus on expanding opportunities for students to complete ESL courses and provide information and resources to support student transitions into other college and career pathways. In addition, MPC will focus on developing and expanding opportunities to support adult education pathways into and through CTE programs, including continued development of partnerships and pathways at adult school sites and exploration of short-term non-credit CTE courses and programs.

## **Pacific Grove Adult School**

Pacific Grove Adult Education is located in Monterey County in the city of Pacific Grove. Pacific Grove is located on the Central Coast of California, on the tip of the Monterey Peninsula, 125 miles south of San Francisco, 334 miles north of Los Angeles, and 23 miles west of the county seat, Salinas. It is bounded on the north by Monterey Bay, on the east by Monterey, on the south by Pebble Beach, and on the west by the Pacific Ocean. Founded in 1875 as a Methodist Church Summer Retreat, Pacific Grove was incorporated as a city on July 16, 1889 and became a chartered city on April 22, 1927.

A vast majority of students served by the Pacific Grove Adult School is located in Pacific Grove and Monterey with a combined adult population of over 36,000 (census data). Students also travel from Aptos, Big Sur, Carmel, Gonzales, Marina, Pebble Beach, Santa Cruz, Salinas, Seaside, and Watsonville to take advantage of the programs offered by Pacific Grove Adult Education. School Districts represented by these students include Pacific Grove Unified, Carmel Unified, Monterey Peninsula Unified School District, and the Salinas Union High School District.

Like our TK-12 community, Pacific Grove Adult Education is reflective of the Monterey Peninsula population as a whole. Serving a significant percentage of its population as English as Second Language Students, three levels of language growth opportunities (basic-intermediate-advanced) are available to students from all parts of the world. With Institutions of Higher learning located on the Monterey Peninsula such as Central Post Graduate School, Defense Language Institute of International Studies, students from all walks of life find support and educational opportunities at Pacific Grove Adult Education. In addition to our leveled ESL classes, we offer Contextualized ESL classes for the medical field which is a great need in our community.

Pacific Grove Adult Education offers a comprehensive High School Diploma program with both day and evening classes available to our students. We offer direct instruction, project-based learning and distance learning as options for all of our students. 200 credits are required to receive a high school diploma. In addition to our high school diploma program, we offer an equivalency program, HiSet.

Our largest program building capacity is our Adults Training for Child School Success. Serving all adults with students district-wide, Pacific Grove Adult Education provides parent education classes to support student learning to increase social/emotional mental health awareness.

Our Construction Trades, Pre-Apprentice program began in 2017, and has a significant job placement rate upon completion.

Through a consortia survey conducted in 2015, an identified need within the community was to provide an Adults with Disabilities program for students outside public education. Pacific Grove Adult Education has partnered with Gateway Center of Pacific Grove to expand its offerings to provide seamless transition into this day based program. The program "Without Walls" methodology reflects the principles of the critical skills instruction model. Critical skills instruction is a process which leads to the attainment of skills that enable an individual to function as independently as possible in our community. Skill categories include:

- Community Integration
- Safety
- Pre-vocational skills
- Gross motor skills
- Functional Academics
- Socialization and leisure time activities
- Communication skills

Pacific Grove Unified School District houses its High School Transition program on the adult school campus, and upon completion, many of our students transition into our Adult School Adults with Disabilities program.

CTE certificate and pathway programs provide students computer skills classes for both PC and Mac. Students can earn certificate of completion for these classes as well as for classes in Adobe Photoshop and Lightroom, Basic and Advanced Photography and Digital Camera. Beginning 2019-2020, we will provide our students opportunities to earn certificates in a Custodial and Maintenance Training Program, Early Childhood Education certification and Business Pathway classes.

Pacific Grove Adult Education has been offering programs since 1932. Pacific Grove Unified School District maintained and supported its adult education programs when many districts experienced deep cuts in flexible funding and continues to build capacity in all areas that meet the needs of Pacific Grove and the outlying communities. As program offerings expanded, our facilities have been improved to support classes in the following program areas:

Pacific Grove Adult School Program Areas	Assessed	AEP Outcomes	Students Receiving Services
English Language Learner (ELL)	YES	YES	YES
Basic Skills (ABE)	YES	YES	YES
High School Diploma (HSD)	YES	YES	YES
High School Equivalency (HSE)	YES	YES	YES
Career and Technical Education (CTE)	YES	YES	YES
Programs for Adults with Disabilities	YES	YES	YES

Abilities			
Adults Training for Child School Success	YES	YES	YES
Workforce (Re)Entry	NO	NO	NO
Workforce Apprenticeship	YES	YES	YES
Total Unduplicated Students	161	259	551
Percentage of students receiving 12+ hours of instruction	59.09%		
Percentage of student AEP Outcomes		26.64%	

Baseline Data for Goal Setting

<https://docs.google.com/spreadsheets/d/1BHW56ZihWc-8KrHXupE6y09qZ8LmTHKEldTXek5bN-I/edit?usp=sharing>

TOPS DATA												
Students	Total Number of Enrolled Students according to ASAP			Total Number of Enrolled Students according to TOPS			Total Unduplicated			Total Duplicated		
	2016-2017	2017-2018	2018-YTD	2016-2017	2017-2018	2018-YTD	2016-2017	2017-2018	2018-YTD	2016-2017	2017-2018	2018-YTD
S	0	0	0	27	38	28	27	38	28	0	0	
S	1238	1302	1376	879	874	807	925	1078	889	1149	1355	1

C	-	-	-	-	-	-	-	-	-	-	-	-	-
AS	2551	2569	2744	367	502	522	367	502	522	471	815	1037	

**Launchboard Data**

mb	Adults Served		Students with 12+ Hours		Improved one or more educational functioning levels		Completed Workforce Preparation Milestone		Students Completing Diploma/ GED		Transition to ASE		Transition Post Secondary	
	2016-2017	2017-2018	2016-2017	2017-2018	2016-2017	2017-2018	2016-2017	2017-2018	2016-2017	2017-2018	2016-2017	2017-2018	2016-2017	2017-2018
S	82	27	12	6	10	1	0	0	0	0	0	0	0	0
S	826	808	538 65% 458/538 ESL 85% 96/538 ASE 18% 64/538 CTE 12%	579 → 72% 470/579 ESL 81% 132/579 ASE 23% 64/579 CTE 11% 15/579 AWD 3%	57% 152 of 268 students	65% 310 of 480 students	ID	ID	63*	82*	25.... 5%	-	11... 2%	-
C	3,084	2,861	1862 60% 340/1862 ESL 18% 573/1862 ASE 31% 544/1862 CTE 29% 37/1862 AWD 2%	1578 → 59% 310/1578 ESL 20% 553/1578 ASE 35% 337/1578 CTE 21% 41/1578 AWD 3%	6% 52 of 821 students	6% 48 of 806 students	ID	ID	460	485	113... 33%	-	297... 36%	-




AS	301	319	211 70% 174/211 ESL 82% 23/211 ABE 11% 33/211 ASE 16% 51/211 CTE 24%	237 74% 179/237 ESL 76% 32/237 ABE 14% 83/237 ASE 35% 47/237 CTE 20%	57% 52 of 92 students	70% 123 of 176 students	15	16	11	21	18.... 10%	-	-	-
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### Table 1. Regional Service Providers

Provider Name	Provider Type	Address or location(s) where AE services are provided	Program Areas								If other, provide a brief description of services provided	
			ABE	ASE	ESL	CTE	AWD	WR	PA	ACS		
XYZ Agency	Business / Industry	555 Adult Education Lane, Los Angeles, CA 90001	X	X	X	X	X	X	X	X	X	XYZ agency provides opportunities for s Manufacturing Bridge Courses to Job S
Carmel Adult School	Education	4380 Carmel Valley Road, Carmel CA 93922	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Carmel Adult School is a small b growing program who services s in ESL. Our classes are located furthest areas of the district and services to those who live in ren areas.
Adult School - Monterey	Education	1295 La Salle Ave, Seaside (831) 392-3565	X	X	X	X	X	<input type="checkbox"/>	<input type="checkbox"/>	X	X	Provides college and career cen enrollment, free child care and s with transportation for students.
Adult School - Pacific Grove	Education	1025 Lighthouse Ave, Pacific Grove CA 93950 (831) 646-6580	X	X	X	X	X	<input type="checkbox"/>	X	X	X	Pacific Grove Adult School's experienced supportive teachers staff are committed in providing high quality, student f classes and programs designed to help students reach personal, educational and caree

											Whether the goal is to attain a high school diploma or high school equivalency, develop and strengthen English reading, writing and speaking skills, improve computer skills, expand knowledge about effective parent engagement, 12 success or support health through physical exercise, we have class for everyone.
PC	Education	<p>980 Fremont Street Monterey, CA 93940</p> <p>289 12th Street Marina, CA 93933</p> <p>2642 Colonel Durham St. Seaside, CA 93955</p>	X	<input type="checkbox"/>	X	X	X	X	<input type="checkbox"/>	<input type="checkbox"/>	MPC offers over 100 degree and certificate programs that are designed to support the goals of students pursuing transfer, career training, basic skills and lifelong learning opportunities. MPC offers student support services including: Counseling & Career Services, Admissions and Records, Student Financial Services, Student Health Services, International Student Services, Veterans Assistance, Child Development Center, Access Resource Center, Testing, Athletics and Student Affairs.
Gateway Center	Education/Job Training	1025 Lighthouse Ave, Pacific Grove CA 93950	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The program "Without Walls" methodology reflects the principles of the critical skills model. Critical skills instruction is a process which leads to the attainment of skills that enable the individual to function as independent as possible in our community. Skill categories include:</p> <ul style="list-style-type: none"> <li>• Community Integration</li> <li>• Safety</li> <li>• Pre-vocational skills</li> <li>• Gross motor skills</li> <li>• Functional Academics</li> </ul>

												<ul style="list-style-type: none"> <li>• Socialization and leisure activities</li> <li>• Communication skills</li> </ul>
Mission Trails ROP	Education	<u>Mission Trails Regional Occupational Program School District</u> <a href="tel:8317534209">831) 753-4209</a>	<input type="checkbox"/>	X		X	<input type="checkbox"/>	X	X	<input type="checkbox"/>	Offers a variety of Courses available for Adults: Dental, Bus Driving, Forklift, Cabinetry, Industrial Welding and CTE job training, short term programs. Mission Trails ROP is a high school program. Courses are available when there are vacancies.	
Monterey County Workforce Development Board	Job Training	1441 Schilling Place, North Salinas, CA 93901	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	X	X	<input type="checkbox"/>	Workforce Development Board works with our CTE programs, sending entry and re entry students to career education opportunities provided by MPAEC partner members	
SEW International Brotherhood of Electrical Workers) Local 4	Construction Trades Pre-Apprenticeship Program	Pacific Grove Adult Education 1025 Lighthouse Ave Pacific Grove CA 93950	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	This Pre-apprenticeship program is part of the Building Trades Multi-Craft Curriculum (MC3) and is a workforce training program that prepares students to prepare, enter and successfully complete a Building Trades apprenticeship program.	
Monterey Bay Economic Partnership	Community Services	3181 Imjin Parkway, Suite 104B Marina CA 93933 831 915 2806	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	X		<input type="checkbox"/>	They tackle some of the biggest challenges facing the region through focus initiatives: <b>Transportation, Housing, Workforce Development,</b> and <b>Technology</b>	
Middlebury Institute of International Studies	Education	460 Pierce St, Monterey, CA 93940 <a href="tel:8316474123">(831) 647-4123</a>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Graduate School for International Studies	

ival stgraduate hool	Education	1 University Circle, Monterey, CA 93943	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Local Military Post Graduate Ins
anta Cruz EAR UP of onterey ninsula	Education	5108 Fourth Avenue, Marina, CA 93933	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Non-Profit focused on increasing attendance for students from low background.
migrant Task orce onterey	Education	Salinas, CA 831-643-5225	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Local Non-Profit focused on edu local immigrant families of legal
outh Bay egional Public afety Training onsortium	Job Training Education	560 Bailey Ave, San Jose, CA 95141 <u>(408) 229-4299</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<u>Law Enforcement Training</u> <u>Dispatch Training</u> <u>Fire Services Training</u> <u>EMT Training</u>
onterey Bay areer Coach	Internships, Job Postings, Resume writing, Busi Partners looking for employees	Throughout the Monterey Bay Region - On-line website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	Internships, Job Postings, Resu writing, Busi Partners looking for employees A powerful tool for accessing info on job titles, education paths, an market data for the local region
onterey - alinas Transit (ST)	Transportation	Monterey Bay  1-888-MST-BUSI (1-888-678-2871)	X	X	X	X	X	X	X	X	ears and under 65 years and older Individuals with disabilities Medicare Card holders MST RIDES Paratransit Eligibili holders Veterans, Veteran's spouse/ ca
ontage Health Community ospital Of onterey	Medical Industry		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	MPC's associate of science deg leading to RN licensure is offere <b>partnership</b> with - Montage Hea

<p>San Simeon Peninsula (HOMP)</p>											<p>CHOMP is an active partner in Monterey Community College's Nursing Program.</p>
<p>Monterey County Hospitality Association</p>	<p>Provides multitude of services to MPC HOSP programs, job opportunities, mentoring etc.,etc.</p>					<p>X</p>		<p>X</p>			<p>Education committee awards educational scholarships to college age and adults studying Hospitality, and participates in our educational events and programs</p>
<p>Tesla</p>	<p>Automobile Industry</p>					<p>X</p>		<p>X</p>			<p>Tesla is an active Industry Partner attending the AUTO Skills Challenge. The AUTO program's job placement program is employing program graduates. Provides multitude of services to MPC AU programs, industry input, job training opportunities, mentoring etc.</p>

**Table 2. Funding for Adult Education Programs and Services**

Source and Type of Funds	Funding Estimates FY 2019-20	Funding Estimates FY 2020-21	Funding Estimates FY 2021-22
<b>State / Federal Funding</b>			
CEP	\$2,851,657	\$3,001,657	\$3,001,657
NETWORKS	\$5,000	\$6,000	\$7,000
CD Apportionment	\$525,000	\$525,000	\$525,000
Corrections	\$0	\$0	\$0
CEFF / District Funds	\$115,874	\$105,874	\$95,874
Markins V	\$40,000	\$40,000	\$40,000
COA II	\$196,122	\$188,122	\$200,122
<b>Other</b>			
Student Fees	\$183,286	\$186,000	\$187,000
Community Partners	TBD	TBD	TBD
<b>Total</b>	<b>\$3,916,939</b>	<b>\$4,052,653</b>	<b>\$4,056,653</b>

## 3 Community Need and Customers

MPAEC collected several sources of data to inform the three-year plan. This data included census data, regional workforce data, Tops Enterprise data, attendance data, Launchboard data, non-enrolled community survey data, and enrolled students survey data. The consortium found this data extremely useful as it pertains to our current customers, the regional community, and the regional labor market. A summary of the data identified the following:

### Census data

- 1) A need to expand recruitment efforts to better address needs in each of the communities in the region, especially in Marina
- 2) The need to increase efforts to recruit and enroll High School Diploma students in all areas of the region
- 3) The need for increased resources in under-resourced communities/agencies.

### Regional Workforce Data

- 1) The need to focus on career pathways in following industries: Hospitality and Tourism, Medical, Education and Business

### Enterprise/Attendance/Launchboard Data

- 1) The need to increase efforts to recruit and retain more prospective students in all member agencies.
- 2) The need to increase effectiveness of our programs with a specific focus on transitions to postsecondary, workforce milestones and educational level gains.
- 3) The need to regularly align and monitor baseline data as a consortium.

### Non-enrolled Community Survey

- 1) The need to bring awareness and visibility of the consortium programs through rebranding and outreach strategies
- 2) Increase computer course offerings

### Enrolled Students Survey

- 1) The need to expand ESL Offerings
- 2) Continue strengthening industry partnerships in education, hospitality management, and culinary careers to reduce barriers to enrollment and completion
- 3) Continue to support, provide, and expand childcare services for students.

- 4) Increase offerings in small business, entrepreneurship, and financial services.
- 5) Increase class offerings

The above mentioned data has painted an extremely clear picture of our current customers, the regional community, and the regional market. Further, the data has shown there to be many shared and unique customers. For example, we determined that potential students from more remote Carmel Valley require different outreach strategies than our potential students on the Monterey Peninsula. Additionally, our data has shown that there are indeed many students across the peninsula in need of the services MPAEC can provide with the areas of Seaside and Marina being service priorities given the higher numbers students in need of services.

The table below outlines the services offered in our region. While MPAEC does offer a wide variety of services, our enrolled students have made it clear there is a need to expand our ESL offerings, provide more child care, and offer additional CTE classes. Our non-enrolled students have also echoed the need for additional CTE courses and helped clarify the need for better outreach strategies. Thus, while there is alignment of needs and levels and types of services available within our region to meet Adult Education and workforce needs, MPAEC recognizes that there are things we can do to serve our students.

<b>Adult School Program Areas</b>	<b>Carmel Adult School</b>	<b>Monterey Adult School</b>	<b>Monterey Peninsula College</b>	<b>Pacific Grove Adult Education</b>
<b>Adult education (ABE, ASE, Basic Skills)</b>	NO	YES	YES	YES
<b>English as a Second Language</b>	YES	YES	YES	YES
<b>Workforce-apprenticeship Training</b>	NO	NO	NO	YES
<b>Career and Technical Training</b>	NO	YES	YES	YES
<b>Adults Training to Support Child School Success</b>	NO	YES	NO	YES
<b>Training for Under Adults in the Workforce</b>	NO	NO	NO	NO



Services to Adults with Disabilities	NO	YES	YES	YES
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## 4 Identifying Goals and Strategies

**GOAL #1:** All adults in the region will have **access to information, resources, and support to enroll in adult education** courses and complete programs in a timely manner.

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcome Impact
<p>Identify current course program information at each site.</p> <p>Assign resources for a designer/person to develop a template for information sheets that can be customized by each site.</p>	<p>Develop resources to showcase programs and services offered at each site and across the consortium.</p>	<p>1-page overview with information about each member site.</p> <p>1-page information sheet/resource for each member site that can be available at other sites to facilitate student referral(s).</p>	<p>Students have access to information about programs/courses that meet their needs/schedule by location.</p> <p>Increase in referrals/enrollment at sites.</p>	<p>Increase in referrals and enrollment at sites.</p>	<p>Increase in referrals and enrollment at sites.</p>
<p>Assign resources for a designer/person or resources to develop and maintain website/online/ social media presence.</p> <p>Utilize technology</p>	<p>Develop a consortium Web page/ social media presence that provides basic information and refers to each member site for more information.</p>	<p>Simple web page and/or social media posts to provide an overview of member sites with links to corresponding sites and Social Media. Each member site links to the other three sites.</p>	<p>Students have access to information about programs/courses that meet their needs/ schedule by location.</p> <p>Increase in referrals / enrollment at all sites.</p>	<p>Students have access to information about programs/courses that meet their needs/ schedule by location.</p> <p>Increase in referrals / enrollment at all sites.</p>	<p>Students have access to information about programs/courses that meet their needs /schedule by location.</p> <p>Increase in referrals /enrollment at all sites.</p>
<p>Allocate funding for staff to carry out targeted outreach including electronic, phone, and in person.</p>	<p>Provide outreach staff to promote consortium member sites throughout the community.</p>	<p>Staff available to plan, organize, and facilitate marketing/outreach opportunities in the community.</p>	<p>Students have access to information about programs/courses that meet their</p>	<p>Students have access to information about programs/courses that meet their</p>	<p>Students have access to information about programs/courses that meet their</p>

	Develop a system to track and evaluate outreach/marketing efforts.		needs/schedule by location.  Increase in referrals / enrollment at all sites.	needs/schedule by location.  Increase in referrals / enrollment at all sites.  Increased education levels/wage attainment.	needs/schedule by location.  Increase in referral enrollment at all sites.  Increased education levels/wage attainment. (Increased completion success)
nding for professional development to include customer service and workshops, travel, etc.	Provide opportunities for professional development for consortium members faculty and staff.	Staff are more knowledgeable regarding programs/courses and services provided by each member site.  Staff are more capable of referring students from site to site.	Increased participation by consortium staff members in professional development events.	Increase in referrals, enrollment, and student retention at sites.  Improved customer service, leading to an improved Student experience and outcomes.	Increase in referral enrollment, and student retention at sites.  Improved customer service leading to a improved Student experience and outcomes.
nding for research/survey consultants.	Continue to evaluate the needs of our community.	Data will be gathered from community members (not-enrolled students) regarding educational needs and interests.	Consortium will use the data for its annual planning purposes and evaluation activities.	Consortium will use the data for its future 3-year planning purposes and evaluation activities. Using the data to inform member site programs and services.	Consortium will use the data for its future 3-year planning purposes and evaluation activities.
valuate current enrollment and intake processes.	Align application /registration and related intake processes across the member sites.	Application/registration and related intake processes are updated to include all data required for reporting.	Data gathered /maintained by each site will become more comparable and facilitate easier reporting.	Reporting will be easier due to aligned intake processes.  Increased transfer rate to community college.	Improved customer service, referrals between members leading to an improved student experience

		Application/registration and related intake processes are more aligned between the four sites.	Easier to transfer between MPAEC consortium partners.		and outcomes Consortium wide.
lege day: MPC.	MPC faculty visit AD Ed locations / and or Students visit MPC to facilitate. Understanding the progression of education to college certification, creating familiarity, education and comfort for Adult Ed Students to attend college etc.	Increase of Ad. ED students transitioning to 2-year institutions.	Increased enrollment in training and or short certificate programs at MPC for our Adult Ed population.	Increased education / training for our Adult Ed population, and or an increase in short certificate completions.	Trackable employment gains for our Ad Ed students in CTE field of study.
curate programs/reports	Complete audit of all MPAEC AEP Courses and Offerings, including enrollment, attendance, outcomes, funding, etc.	MPAEC will complete audit of all MPAEC offerings by semester, site, program area/ industry/etc.  MPAEC will create a map of AEP programs within the consortium	To be able to see mapped out all the offerings of MPAEC, review and cross market to students where the program is offered.  Work as a team to streamline and build each others enrollment and availability of programs across consortium sites.	Increased ability to collaborate  Increased ability to create industry specific pathways	Increased ability to collaborate  Increased ability to create industry specific pathways

**Assumptions**

**External Factors**

<ul style="list-style-type: none"> <li>• MPAEC will continue to allocate a portion of our monies to support consortium-wide activities.</li> <li>• MPAEC will leverage all available resources to increase capacity of all AE programs in the region.</li> </ul>	<ul style="list-style-type: none"> <li>• The difficulties of finding highly qualified teaching candidates.</li> <li>• The remoteness and environmental characteristics of some of the communities we serve.</li> <li>• The absence of a living wage and the impact on the students MPAEC serves.</li> <li>• Current market wages in industries within our MPAEC region.</li> </ul>
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**AL #1 Progress Indicators**

	<p>By June 30, 2022, increase enrollment in the consortium by 5% each year compared to 2017-2018 data, with an emphasis on data identified areas/regions of high need.</p>
	<p>By January 2022, MPAEC will increase awareness of consortium services through marketing and outreach to the Monterey Peninsula service areas as demonstrated by a 5% increase in number of individuals indicating awareness of adult school programming in community surveys administered by the consortium.</p>
	<p>By June 30, 2020, MPAEC will establish an online presence to provide marketing and outreach to inform students from targeted areas (identified through data analysis) about programs and services that support their education and/or career goals.</p>
	<p>By June 30, 2022, MPACE will increase customer service experience and staff awareness of partner programs as evidenced by a 10% increase in referrals.</p>
	<p>By August 31, 2020, each member of the consortium will receive equitable funding based on enrollment and attendance capacity and effectiveness in each of the 7 AEP areas.</p>

**AL #2:** All adults in the region will have access to **high quality adult education courses, programs, and services** that meet regional needs.

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes/Impact
<p>ta</p> <p>ne for collective</p> <p>alysis of data</p> <p>nding made</p> <p>ilable for</p> <p>munities in need</p> <p>ccess for setting</p> <p>orities</p>	<p>Establish equitable access to services in communities of need based on census data utilizing MPAEC funding.</p> <p>Establish new programs to service data identified communities of need.</p>	<p>MPAEC will expand ESL and HSD offerings with a focus increased effectiveness as measured by student outcomes.</p>	<p>Decrease in numbers of people needing services in identified areas.</p> <p>Increase in HSD/ESL level gains and employment in underserved communities.</p>	<p>Decrease in numbers of people needing services (percentages) in identified areas.</p> <p>Increase in HSD/ESL level gains and employment in MPAEC underserved communities.</p>	<p>Decrease in number of people needing services (percentages) in identified areas.</p> <p>Increase in HSD/ESL level gains and employment in MPAEC underserved communities.</p>
<p>gular use of data in</p> <p>rocess of</p> <p>ntinuous</p> <p>rovement.</p>	<p>Collection and analysis of data to include funding allocations, enrollment, and effectiveness related to per pupil spending.</p>	<p>MPAEC will have regular access to transparent enrollment data, attendance data, launchboard data, census data, leveraged funds available and community input data to determine equitable allocations.</p> <p>MPAEC will have transparency in data for all programs including enrollment vs attendance in AEP program areas, budgets and effectiveness of programs.</p>	<p>Increased transparency and a greater understanding of each other's programs.</p> <p>Allow for informed choices so AEP money is spent effectively.</p> <p>More equitable distribution of resources based on enrollment, areas of need, and effectiveness.</p> <p>Greater collaboration and cooperation amongst members.</p>	<p>Increased transparency and a greater understanding of each other's programs.</p> <p>Allow for informed choices so AEP money is spent effectively.</p> <p>More equitable distribution of resources based on enrollment, areas of need, and effectiveness.</p> <p>Greater collaboration and cooperation amongst members.</p>	<p>Increased transparency and a greater understanding of each other's programs.</p> <p>Allow for informed choices so AEP money is spent effectively.</p> <p>More equitable distribution of resources based on enrollment, areas of need, and effectiveness.</p> <p>Greater collaboration and cooperation amongst members.</p>

<p>unding for fessional velopment rriculum velopment, rkshops, ferences, etc.)</p>	<p>Regular staff meetings, collaboration time, and specific professional development events.</p> <p>Paid time for curriculum development</p>	<p>MPAEC will provide consortium wide and site specific paid professional development</p> <p>MPAEC will provide paid curricular development time</p> <p>MAS will provide weekly professional development with a focus on data driven instruction, backwards planning and standards-based alignment.</p>	<p>Increase in instructional staff skill set</p> <p>Deeper understanding of standards</p> <p>Increased alignment between member programs</p>	<p>Increase in level gains</p> <p>Increased persistence and retention rates</p>	<p>Increase in level ga</p> <p>Increased persisten and retention rates</p>
<p>sources for CTE grams.</p> <p>ne for collaboration</p> <p>mmittment from cision Makers</p> <p>ta to drive priorities</p>	<p>Establish/Increase CTE course offerings in regional priority industries across the consortium.</p>	<p>MPC will explore the development of non-credit introductory CTE courses to be offered adult school sites</p> <p>MPC will partner with adult school sites to offer CTE courses/pathways and transition services at adult school sites.</p> <p>Pathway priorities include data from regional industry needs, and community input.</p> <p>PGAE will offer Business pathway and a Graphic Art Pathway</p>	<p>Increased participation in career pathways.</p> <p>Employment/wage gains (increase in job mobility)</p> <p>Increase in transition to college.</p> <p>Increased industry recognized certificates</p>	<p>Students will be able to begin CTE pathway at the adult school</p> <p>Increased persistence rates</p>	<p>MPAEC will have C Pathways and articulation leading a certificate or a degree and enrole from all partners</p>

<p>unding for additional Integrated Educational Training programs in consortium.</p> <p>Teachers with proper credentials and experience</p> <p>3 WIOA applications/funding</p>	<p>MPAEC will work to establish at least 3 Integrated Educational Training programs in the consortium.</p>	<p>Integrated Educational Training programs in at least 3 out of 4 of the member sites in data identified industry sectors</p>	<p>Increase opportunities for supporting student success.</p> <p>Increased student success in courses, programs, industry certifications, and other outcomes.</p>	<p>Increase in students passing rates on industry recognized certification exams.</p> <p>Increased student success/persistence rates in courses, programs, industry certifications, and other outcomes</p>	<p>Increase in student passing rates on industry recognized certification exams.</p> <p>Increased student success/persistence rates in courses, programs, industry certifications, and other outcomes</p>
<p>Contextualized CTE ESL support for MPC CTE programs.</p>	<p>MPC ESL and CTE faculty will develop contextualized ESL/CTE content, resources, and services to support ESL student transition into and success in CTE programs.</p>	<p>To improve ESL success in CTE Courses in high demand local industries.</p>	<p>Student success and completions in short CTE Certificates in high demand local industries.</p>	<p>Institutionalized programs with embedded ESL contextualized for all CTE programs with high demand for local employment.</p>	<p>Strengthened relationships with industry partners and increased trackable job placement for competing students</p>
<p>unding for supplemental curriculum and technology</p> <p>ccess for ensuring all students have access to updated curriculum and technology</p> <p>ccess for setting priorities as a consortium</p>	<p>Explore consortium-wide licensing for curriculum and technology.</p> <p>Create a consortium plan for upgrading obsolete technology.</p>	<p>MPAEC Upgrade technological equipment for AEP programs at sites as needed.</p> <p>MAS will explore online curricular options for ESL, HSD and CTE AEP programs.</p> <p>PGAE will continue to offer Burlington English as a supplemental curriculum for English Language Learners.</p>	<p>Access to up to date technology</p> <p>Increased digital literacy</p> <p>Increased resources for teachers to differentiate</p> <p>Increase educational level gains in AEP programs</p>	<p>Increase educational level gains in AEP programs</p> <p>Increase persistence rates</p>	<p>Increase education level gains in AEP programs</p> <p>Increase persistence rates</p>

<p>System for identifying/researching curriculum and technology.</p>		<p>MPC will explore the implementation of Burlington English as a supplemental curriculum for ESL students.          Refresh computer labs to ensure up-to-date computer hardware and software necessary to provide instruction.          PGAE will upgrade both computer classrooms with laptops for the PC lab and Apple computers for the Mac Lab.          Software will be purchased to support our CTE Pathway courses in alignment with MPC courses.</p>			
<p>Funding for programs          Best resources to improve.          Data to identify need          System for establishing priorities</p>	<p>Evaluate current MPAEC AWD courses, programs, and services to identify gaps.          Develop additional courses, programs, and services to serve AWD.</p>	<p>MPAEC will increase programming for AWD: MAS will expand its AWD course offerings to include Computers, Typing, and Hospitality and Tourism.          PGAE will expand their AWD Day Program "Without Walls" in partnership with Gateway Center to include classes in technology. Additional classes for Adults With</p>	<p>Increase programs and opportunities for adults with disabilities</p>	<p>Increase in adult with disabilities wages and earnings           Increased in independent living skills for adults with disabilities</p>	<p>Increase number of students served          Increased skills Education/wage attainment.</p>



		<p>Disabilities will include Health and Wellbeing, Selfcare and Life Skills.</p> <p>PGAE will continue to provide soft skills, resume writing, interviewing, success skills in partnership with The Bridge Restoration Ministry of Pacific Grove.</p> <p>MPC will partner with adult school sites to offer AWD counseling and other services to support AWD student transition to college.</p>			
<p>unding for program</p> <p>Partnerships with community members</p> <p>Advertisement</p> <p>Qualified Staff</p>	<p>Evaluate current courses, programs, and services to identify gaps.</p> <p>Develop additional courses, programs, and services to serve adult students in the K-12 success program.</p>	<p>MAS will continue to offer and expand bilingual parent education programs including Play and Learn, Positive Discipline and Abriendo Puertas at the home site and at satellite sites.</p> <p>MAS will expand parent education programs to focus on k-12 success.</p>	<p>Increased parent engagement to support k-12 student success district/consortia-wide</p> <p>Increased skill set in parent population</p>	<p>Increased parent engagement to support k-12 student success district/consortia-wide</p> <p>Increased skill set in parent population</p> <p>Increased success for students whose parents are in parent education programs (ie positive change in absenteeism, discipline, literacy rates, grades)</p>	<p>Increased parent engagement to support k-12 student success district/consortia-wide</p> <p>Increased success for students whose parents are in parent education programs (ie reduced absenteeism, reduced school discipline issues, increased literacy rates, increased grades)</p>
<p>Accurate Data</p> <p>System for reporting</p> <p>...</p>	<p>Develop a system to track and monitor student success and</p>	<p>MPAEC will create systems for accurate reporting, analysis and synthesis of student</p>	<p>Clarity of systems and member expectations</p>	<p>Clarity of systems and member expectations</p>	<p>Increase overall effectiveness in all AEP programs</p>

<p>Data Tracking systems Data Analysts</p>	<p>retention across all sites in the consortium.  Universal access / accessibility of course content.</p>	<p>outcomes, including persistence rates for each AEP program</p>	<p>Snapshot of consortium success at regular intervals</p>	<p>Snapshot of consortium success at regular intervals  Increase overall effectiveness in all AEP programs  Ability to make data driven decisions</p>	<p>Ability to make data driven decisions</p>
<p>unding Capital Outlay approval from the state  Covered Funds  System to establish priorities  Commit to Capital Outlay projects per year</p>	<p>Maintain adequate facilities to support the delivery of high-quality instruction and student services.</p>	<p>MAS may improve the Cabrillo facilities to meet baseline safety and ADA needs.  MAS and PGAE will increase enrollment and course offering capacities through the replacement of and addition of portables to support increased enrollment across all program areas.  MAS will create a culinary arts program through the modernization of the Multi Use Room culinary spaces.</p>	<p>Sites compliant with universal access expectations of WIOA partners</p>	<p>Sites compliant with universal access expectations of WIOA partners  Increased course offerings in data identified sectors</p>	<p>Sites compliant with universal access expectations of WIOA partners  Increased course offerings in data identified sectors</p>
<p>Equitable funding for existing programs as evidenced by equal pupil ratios.</p>	<p>Track data related to student performance and achievement.</p>	<p>Create charts to identify how many students are being served (both enrolled and actually attending)</p>		<p>Invest resources in areas of identified need and/or success.</p>	<p>Increased student success and retention</p>

<p>ignment of systems track student gress and ainment.</p>		<p>compared to level gains (or other measurable outputs).</p>			
<p>nding e for collaboration d professional velopment alified Teachers curate Data/Reports</p>	<p>Increase the effectiveness of consortium ESL programs as evidenced by increased educational level gains and/or workforce preparation milestones..</p>	<p>Adult Schools will increase educational level gains and workforce preparation milestones as measured through TOPS enterprise. MPC will implement AB705 to maximize the probability that ESL students can enter and complete degree and transfer requirements in 3 years. CAS will explore the option of WIOA.</p>	<p>Increased funding as a result of student level gains.  Increase student achievement.</p>	<p>Increased pace in which students move to community college and/or employment gains.</p>	<p>MAS will increase l gains of WIOA participants by 10% Increase reported student wages.</p>
<p>nding e for collaboration d professional velopment alified Teachers curate Data/Reports</p>	<p>Increase our effectiveness of our HSD programs.</p>	<p>MAS will diversify structure of HSD structure/curriculum to ensure that all students have access (i.e. remote learners, ELD, SPED, etc). MAS will increase alignment of HSD curriculum and college readiness through creation of standards- based units.  MAS will increase retention rates by 1%</p>	<p>Increase retention rates.  Increased number of graduates.</p>	<p>Increase retention rates.  Increased number of graduates per year.</p>	<p>Increase education levels of community  Increase the number of students who transition to College  Increase retention rates.</p>

		each year compared to 2018/2019 data.		
Assumptions		External Factors		
<ul style="list-style-type: none"> <li>MPAEC is committed to alignment of programs with state and federal priority populations.</li> <li>Every program is important and has value.</li> <li>Accurate data and reporting will be used to drive priorities.</li> <li>Funding will be determined based on the consortium identified areas of need.</li> <li>Barriers (internal and external) prevent students from persisting</li> </ul>		<ul style="list-style-type: none"> <li>Limited number of funds available for all seven program areas.</li> <li>Cost of living in the area</li> <li>State and federal systems used to measure effectiveness</li> </ul>		

## AL 2. Progress Indicators

	By June 30, 2020 MPAEC will establish a system(s) to provide and analyze student data on a quarterly basis to identify gaps in service, barriers to student success, effectiveness of programs, and successes to make data driven decisions.
	By June 30, 2021, each adult school will develop and implement one or more contextualized ESL/IET programs aligned with the major industry sectors identified for our region.
	By June 30, 2022, MPAEC will complete a study of student success/retention rates for adult education programs across all sites and establish benchmarks and goals for improvement by at least 5% in each subsequent year.
	By June 30, 2022, MPAEC will increase the effectiveness of ESL/HSD/CTE programs through professional development, curriculum development, and/or purchase of curriculum to improve student success as evidenced by increase of 5% in educational level gains, course and program completion, and/or workforce prep milestones.
	By June 30, 2022, MPAEC will increase the effectiveness of parent education and adults with disabilities programs through professional development, curriculum development, and/or purchase of curriculum to improve student success as evidenced by increase of 5% in enrollment and/or course and program completion.

## AL #3: All adults in the Monterey Bay Area have access to information and resources to support **seamless transition from Adult School to College and/or career.**

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes Impact
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<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<p>College counselors to work at Adult Education sites.</p> <p>Funding for staff.</p> <p>Increased supervision and direction</p>	<p>Place college staff at all adult education sites to support counseling, application, registration, financial aid, and other needs.</p>	<p>Increase in the number of student education plans for College.</p>	<p>Increased awareness of post-secondary options.</p> <p>Increased meetings with counselors and development of education plans.</p>	<p>Increased awareness of post-secondary options.</p> <p>Increased meetings with counselors, development of education plans, and college applications.</p>	<p>Increased number of students who transition from Adult School to community college.</p>
<p>Funding</p> <p>Curriculum</p> <p>Advertisement</p>	<p>College and career readiness workshops.</p>	<p>MPC support staff will host college readiness workshops, including financial aid, registration and college planning MAS counselors will provide interview readiness, resume building, cover letter design, career exploration and training workshops College and Career center will provide and post career and educational training posts in the center</p>	<p>Increased information and skills in the college or career process</p>	<p>Increased access to post-secondary education programs</p>	<p>Increased access to post-secondary education programs</p>
<p>Funding</p> <p>Technology</p> <p>Staffing</p> <p>Policy</p>	<p>Track and report student progress between adult school sites, to college and/or employment.</p>	<p>A system in place to gather information from students and track movement between sites and transition to college and/or career.</p>	<p>Identification of patterns in student course taking, completion, and transitions.</p>	<p>Identification of students who do not complete programs (i.e. certificates) and do not transition to college and/or career.</p>	<p>More students will complete programs transition to college and or career.</p>

		Develop interventions to help get students back on track and facilitate completion.		Use of interventions to help get students back on track to complete coursework and transition to college and/or career.	
Decision Makers Legal Counsel ne	Reduce barriers to enrollment from adult school to community college	MPAEC will address alternative forms of establishing residency for adult education students.	Increased ways to prove residency	Increased transitions from adult education schools to community colleges. Increased enrollment in community college from adult schools.	Increased pathways from adult schools to community colleges Increased enrollment of post-secondary programs.
off time Marketing Curriculum Coordination	Create pathways from specific adult school CTE programs to related college pathways (i.e. hospitality, business, technology, medical assisting, and early childhood education).	MPAEC will develop, publish, and promote specific pathways identifying options for starting coursework at the adult school and preparing for transition to college programs in specific fields.	Counselors at adult school and college sites have resources to promote pathways from adult school to college for use in advising students.	Increased number of students who transition from adult school to college CTE pathways and/or employment.	Increased number of students who transition from adult school to college CTE pathways and/or employment.
create course to be offered at each site - how to study effectively; how to prepare for writing tests/ exams. how to find information on line how to apply to college	Work with MPC Study Skills Faculty, ARC learning specialist faculty, together with Ad Ed to create courses to address our current student survey top educational needs	Increase student success, with enrollments in the newly created courses re how to be an effective learner	Increase student success, evidenced by increased successful completions (in education progression courses)	Trackable data showing increased enrollment in certificates and AS, AA degree by Adult Ed Students who feel/are supported to continue education goals	Trackable data showing increased completions in certificates and AS, AA degree completions by Adult Ed Students who feel/are supported to continue education goals. Entry jobs attained in desired field

<p>nding ffing rriculum rdination rketing</p>	<p>Adult School sites will host college courses in specific pathways (i.e. HOSP, BUSI, TECH, MEDA, ECED) to help facilitate student transition to college.</p>	<p>MPC classes will be scheduled at adult school sites.</p>	<p>Adult school students enroll in and complete college courses at the adult school.</p>	<p>Increased number of adult school students who complete one or more college classes while at the adult school.</p>	<p>Increased number of students who transition from adult school to college.</p>
<p>nding for Pre- renticeship ograms  mmunity partners  e</p>	<p>Increase community partnerships to serve adult students.</p>	<p>Leverage funds to build programs and serve students. PGAE will continue to work with WDB to provide a pre-apprenticeship program for the construction trades. PGAE will expand the program to include partners with all local unions.</p>	<p>Increased community investment in consortium</p>		<p>Increase number of students served Increased skills Education/wage attainment.</p>
<p>Staff time Marketing Curriculum Coordination</p>	<p>Increased alignment of programs/courses across each member site.</p>	<p>MPAEC member sites will review levels of ESL offered at each site and make adjustments to curriculum if needed to increase alignment between adult school and college.</p>	<p>MPAEC will develop, publish, and promote information about ESL programming at each adult school site and the progression of levels available before and after transition to college.</p>		<p>Increased number of students who transition from adult school ESL program to college ESL and pursue other education/majors.</p>

<p>Assumptions</p>	<p>External Factors</p>
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<ul style="list-style-type: none"> <li>• The more education one receives, the higher the earning potential.</li> <li>• Career Technical Education is a viable alternative to a 4-year college.</li> <li>• Students are most interested in short term programs rather than long term programs.</li> <li>• The more collaboration between consortium partners and industry partners, the more success in CTE programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Living wage in Monterey Peninsula and surrounding areas.</li> <li>• Number of qualified candidates to teach Career Specific classes/programs.</li> <li>• Number of adults living in poverty in the peninsula.</li> </ul>
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**AL #3: Progress Indicators**

	<p>By June 30, 2020, the consortium will develop and implement systems, resources and services to support adult school students seeking to establish residency and transition to college or university studies.</p>
	<p>By June 30, 2020, the consortium will provide staff and/or resources at all adult school sites to facilitate career exploration and education planning from Adult School to College and vice versa as measured by an increase in transitions to post-secondary.</p>
	<p>By June 30, 2021, the consortium will pilot offering college courses at adult school sites in order to increase access and help facilitate student transition from adult school to college.</p>
	<p>By June 30, 2021, the consortium will implement a system to refer, track and report student progress through, and transitions between, sites and from Adult School to College and/or career to increase post-secondary transitions and referrals between consortium members..</p>
	<p>By June 30, 2021, the consortium will establish and publish education/career pathways maps--including partnerships with local support/service providers--at each site to support student transitions to college and/or career.</p>
	<p>By June 30, 2022 the consortium will develop and implement career pathways in disciplines including Early Childhood Education, Office Technology, Business, Hospitality, and Health Careers with a measurable increase in of 5% in certificate completions, jobs attainment and/or students who report increased wages.</p>



## 5 Piloting and Implementation

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primary focus for piloting and implementation is bringing counselors from Monterey Peninsula Community Colleges to Monterey Adult School and Pacific Grove Adult School. During the 2018-2019 school year, one part time counselor from MPC worked at Monterey Adult School. During the 2019-2020 school year, MPC will be placing another counselor at the PG Adult School. The primary criteria we will use to assess success or failure of this process is going to be Launchboard data tracking student enrollment from adult school to MPC.

Another primary focus includes the development of contextualized English class in industry specific courses throughout the consortium. Monterey Adult School instructional lead team participated in the Integrated Educational Training (IET) training provided by CALPRO during the 2018-2019 school year and will pilot an IET model for Informational Technology for Business and Receptionists in the medical or educational field in the 2019-2020 school year. Consortium will expand IET/Contextualized ESL models in the culinary arts and medical fields in subsequent years. The primary criteria we will use to assess success or failure of this process is going to be Launchboard data workforce preparation milestones completed and reported increase in wages earned.

Another primary focus is to pilot a pathway map between consortium partners to increase transitions from adult school to community colleges. This focus includes asset mapping within AEP programs, matriculation of courses, dual or co-enrollment, and alignment of curriculum within consortium programs. The primary criteria to be used to assess success or failure of this pilot will be Launchboard data tracking transitions to post-secondary.

Another secondary focus for Monterey Peninsula Adult Education Consortium is the piloting of a process for making decisions based on data identified, which includes systems for reporting, tracking, analyzing and synthesizing data a protocol for making decisions based on the data. While the consortium has used data in the past, the process has been informal, therefore the pilot will be to formalize and document the process of data driven decisions. The criteria to assess success or failure would be documentation of decisions based on regular analysis of data and at least three sources of data for each major consortium decision.

## Appendix 1: MPAEC 3-year Plan Community Demographic Data Needs

### General Community Demographics

District	% of Population 18+ (1)	% of Populations with Limited English Households (2)	% of Adult population 18 and over with High School education or less (3)	% of Population 16 and over that are unemployed (4)	% of Families in poverty (5)	% of Population 25 and over with less than 9th grade education (6)	% of Population that are non-US citizens (7)	% of Population with a disability (8)
Marina District (a)	84.3% (19,353)	3.5% (795)	17.70% (3,428)	51.5% (10,242)	3.2%	1.9% (351)	4.05% (956)	14.6% (3,421)
Monterey Peninsula College District (b)	80.45% (107,487)	11.57% (14,524)	27.28% (29,326)	38.93% (42,863)	6.2%	5.4% (5,078)	9.95% (13,292)	11.85% (15,234)
Monterey Peninsula District (c)	79.4% (72,864)	15.3% (13,013)	31.42% (22,892)	34.7% (25,928)	8.0%	7.4% (4,533)	12.68% (11,633)	10.8% (9,443)
San Luis Obispo District (d)	83.6% (15,270)	4.1% (716)	19.67% (3,004)	43.0% (6,693)	2.5%	1.3% (189)	3.85% (703)	13.3% (2,370)

#### Sources:

- (1) 2013-2017 American Community Survey 5-Year Estimates: [ACS Demographic And Housing Estimates](#) (2017)
- (2) 2013-2017 American Community Survey 5-Year Estimates: [Selected Social Characteristics In The United States](#) (2017) / Criteria = Language Spoken at Home: Language other than English: Speak English less than "very well"
- (3) 2013-2017 American Community Survey 5-Year Estimates: [Educational Attainment](#) (2017) / Sum of "Population 18 to 24 years" and "Population 25 years and over" for Criteria =/≤ High School Graduate

- (4) 2013-2017 American Community Survey 5-Year Estimates: [Selected Economic Characteristics](#) (2017) / Criteria: Employment Status: Population 16 years and over: Not in labor force
- (5) 2013-2017 American Community Survey 5-Year Estimates: [Poverty Status In The Past 12 Months Of Families](#) (2017) / Criteria = All families: Percent below poverty level
- (6) 2013-2017 American Community Survey 5-Year Estimates: [Educational Attainment](#) (2017) / Criteria = Population 25 years and over: Less than 9th grade.
- (7) 2013-2017 American Community Survey 5-Year Estimates: [Selected Social Characteristics In The United States](#) (2017) / Criteria = U.S. Citizenship Status: Foreign-born population: Not a U.S. citizen
- (8) 2013-2017 American Community Survey 5-Year Estimates: [Selected Social Characteristics In The United States](#) (2017) / Criteria = Total Civilian Noninstitutionalized Population: With a disability

**Geographic Selections:**

- (a) Geographic Type: School District (Unified)/Remainder: CA: Carmel Unified School District, California
- (b) Geographic Type: School District (Unified)/Remainder: CA: Carmel Unified School District, California; Monterey Peninsula Unified School District, California; Pacific Grove Unified School District, California (using the sum of three districts)
- (c) Geographic Type: School District (Unified)/Remainder: CA: Monterey Peninsula Unified School District, California
- (d) Geographic Type: School District (Unified)/Remainder: CA: Pacific Grove Unified School District, California

findings need to be interpreted with caution as the population figures are estimates. The estimates are based on a sample and are subject to sampling variability, represented as a margin of error. Please see the data source for each table to see the margin of error for each estimate.

**Educational Attainment Data 18-24**

School District	Population 18 to 24 years	% of Population 18-24 with less than high school graduate	% of Population 18-24 with high school diploma (or equivalent)	% of Population 18-24 with some college or associate's degree	% of Population 18-24 with bachelor's degree or higher
Carmel Unified (a)	1,071	13.3% (142)	20.7% (222)	53.0% (568)	13.0% (139)
Monterey Peninsula College District (b)	13,658	7.62% (1,041)	24.24% (3,311)	57.57% (7,863)	10.57% (1,443)
Monterey Peninsula	11,518	7.2%	22.9%	59.8%	10.1%

ified (c)		(824)	(2,639)	(6,892)	(1,163)
cific Grove ified (d)	1,069	7.0% (75)	42.1% (450)	37.7% (403)	13.2% (141)

Source: 2013-2017 American Community Survey 5-Year Estimates: [Educational Attainment](#) (2017)

findings need to be interpreted with caution as the population figures are estimates. The estimates are based on a sample and are subject to sampling variability, represented as a margin of error. Please see the data source for each table to see the margin of error for each estimate.

### Educational Attainment Data 25+

District	Population 25+	% of Population 25+ with less than 9th grade	% of Population 25+ with 9-12th grade, no diploma or equiv.	% of Population 25+ with high school diploma or equivalent	% of Population 25+ with some college, no degree	% of Population 25+ with associate's degree	% of Population 25+ with bachelor's degree	% of Population 25+ with graduate or prof. degree
armel ified (a)	18,282	1.9% (351)	2.7% (488)	12.2% (2,225)	20.8% (3,803)	5.6% (1,019)	31.9% (5,831)	25.0% (4,565)
onterey ninsula College istrict (b)	93,829	5.41% (5,073)	5.27% (4,943)	15.49% (14,958)	21.62% (20,285)	8.90% (8,348)	24.24% (22,741)	18.63% (17,481)
onterey ninsula ified (c)	61,346	7.4% (4,533)	6.8% (4,156)	17.5% (10,742)	22.0% (13,517)	10.0% (6,158)	20.8% (12,780)	15.4% (9,460)
cific ove ified (d)	14,201	1.3% (189)	2.1% (299)	14.0% (1,991)	20.9% (2,965)	8.2% (1,171)	29.1% (4,130)	24.3% (3,456)

Source: 2013-2017 American Community Survey 5-Year Estimates: [Educational Attainment](#) (2017)

findings need to be interpreted with caution as the population figures are estimates. The estimates are based on a sample and are subject to sampling variability, represented as a margin of error. Please see the data source for each table to see the margin of error for each estimate.

### Language Spoken At Home Data

District	Population 5 years and over	English only	Language other than English	Spanish	Other Indo-European languages	Asian and Pacific Islander languages	Other languages
Armstrong Unified	22,368	84.2% (18,837)	15.8% (3,531)	8.5% (1,912)	5.0% (1,129)	1.3% (281)	0.9% (209)
Monterey Peninsula College District (b)	124,483	71.14% (88,552)	28.86% (35,931)	13.37% (16,646)	5.01% (6,235)	6.39% (7,950)	1.06% (1,323)
Monterey Peninsula Unified (c)	84,678	65.2% (55,200)	34.8% (29,478)	16.3% (13,799)	4.6% (3,906)	8.2% (6,954)	1.2% (1,042)
Pacific Grove Unified (d)	17,437	83.2% (14,515)	16.8% (2,922)	5.4% (935)	6.9% (1,200)	4.1% (715)	0.4% (72)

Source: 2013-2017 American Community Survey 5-Year Estimates: [Selected Social Characteristics In The United States](#) (2017) / Criteria = Language Spoken at Home

findings need to be interpreted with caution as the population figures are estimates. The estimates are based on a sample and are subject to sampling variability, represented as a margin of error. Please see the data source for each table to see the margin of error for each estimate.