

## 33 Monterey Peninsula CCD

### Plans & Goals - Consortium Approved

#### Executive Summary

Monterey Peninsula Adult Education Consortium members will continue to grow capacity within all five program areas, increasing recruitment and retention, creation of pathways to college and career, aligning resources with need in the region, and improving student success. Regional 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 retreats. MPAEC will continue to focus on improvement of our core program areas of ESL, HSD/GED and CTE as measured by baseline data seen in Launchboard and attendance systems, in addition to building capacity in our Adults Training for School Success, Adults with Disabilities and other programs under the umbrella of CAEP. Our goal is to increase the effectiveness of these programs as evidenced by an increased percentage of educational level gains, workforce preparation milestones, students completing high school diploma or equivalent, transition to post secondary, certificate and degree completion, and increase wage and earnings. We identified increased access to professional development; curriculum development and curricular support support; cross training; improving access to technology; 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 continue to improve systems and enhance staffing needed to maintain effectiveness. Data indicates the need to improve recruitment and retention rates in all schools and program areas. The consortium plans to focus on increasing the awareness and visibility of consortium programs through the rebranding of the consortium and increased marketing efforts of the consortium and each member site. A major focus of marketing will be to increase the participation in historically and currently undeserved communities within our region. MPAEC focus for the next year is to build pathway programs from the adult schools to the community college in industry sectors identified during our data gathering. The consortium goal is to build a career pathway in one or more of the following sectors: education, health careers, hospitality and tourism, business and informational technology. The focus will be on co-enrollment and college credit courses offered at the adult schools and supporting student transitions to college to complete certificate and degree programs. As a part of this goal, our consortium is exploring ways to reduce barriers to establishing residency at the community college, track transitions to post secondary, provide access to community college personnel at the adult schools, co-enrollment of credit and non-credit courses with the adult school and align curriculum across departments for smooth transitions to post-secondary education. MPAEC 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 allow for transparency of funds, number of 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 these goals.

#### Regional Planning Overview

MPAEC members meet regularly with a prepared agenda to inform and discuss topics all related to our goals which are outlined in our Three Year Plan. To demonstrate that our three year plan will be a living document, members of our consortia will participate in several ongoing activities throughout the year:

- Collaboration with staff among all consortia sites to strengthen alignment and build capacity in our programs.
- Attend regional and state-wide events to learn and share best practices with regional and state-wide partners.
- Attend and network with workforce development board and industry partners to become better informed regarding the needs/gaps in our region and how we can collectively serve students in those areas.
- Continue to survey our communities, students, staff, educational partners, and industry partners to identify needs and gaps in our programs and interventions.

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### Meeting Regional Needs

#### Regional Need #1

### **Gaps in Service / Regional Needs**

As a primary indicator, MPAEC will continue to focus on student learning data in terms of CASAS results and attainment of other educational outcomes (i.e. course completion, progress toward program completion, certificate/degree completion). Additionally, we will continue to track enrollment numbers and will place special emphasis on tracking the numbers of students who receive certificates in a CTE pathway as well tracking the number of students who transition to postsecondary education and jobs.

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

Regional 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 retreats. In 2018-2019, MPAEC engaged the services of a communication consulting firm to design and disseminate a survey to gather input from the Monterey Peninsula region regarding the adult education community needs, satisfaction with current offerings, and desire for additional programs and services. In addition, MPAEC held an all day planning retreat in spring 2018 to allow faculty, staff, and administrators from each member site to gather in discipline and/or job-specific groups to engage in dialog about program needs, gaps in service, potential areas for collaboration and improvement for the upcoming year. Feedback collected from the regional adult education survey and MPAEC planning retreat helped inform the plan for the Consortium as well as individual member sites. MPAEC also reviewed local reports created by the Monterey County Workforce Development Board (MCWDB) We also utilized MCWDB labor analyses such as here Additionally our industry partners tell us about employee needs, staffing skill / education requirements and job vacancies. Our CTE programs have close working relationships with their program industry partners, and have regular advisory board meetings.

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

As a primary indicator, MPAEC will continue to focus on student learning data in terms of CASAS results and attainment of other educational outcomes (i.e. course completion, progress toward program completion, certificate/degree completion). Additionally, we will continue to track enrollment numbers and will place special emphasis on tracking the numbers of students who receive certificates in a CTE pathway as well tracking the number of students who transition to postsecondary education and jobs.

## **Gaps In Service**

### **New Strategies**

#### **Strategy #1**

In response to the identified need for child care for adult education students, Consortium partners will collaborate to provide childcare for students enrolled in adult education programs. For example, Pacific Grove Adult Education offers full time extended day childcare as well as free childcare to any student enrolled in ESL, HSD/ASE or Pathway program.

#### **Strategy #2**

Consortium partners will collaborate to increasing access to instruction and services for adults with disabilities. For example, PGAE and MAS have already established Adults With Disability Transition programs on their school campuses for students ages 18-22. These programs are funded by each district through their General Fund , however, students may enroll in many of our adult school classes. Additionally, Pacific Grove Adult Education in partnership with Gateway Center of Pacific Grove to create a Day Program, "Without Walls." Monterey Peninsula College will provide counseling, outreach, and other student support services to provide support to adults with disabilities making the transition to college and careers.

#### **Strategy #3**

Consortium partners will collaborate to provide resources to support adult education student transitions to college and career by providing provide counseling, outreach, and other student support services. For example, at Monterey Adult School, key strategies for addressing gaps in services are the creation of a college and career center, and increased parent education offerings which will be located at our new site as well as secondary and elementary sites throughout the district. Further, MAS will become 1:1 through the utilization of purchased technology which includes 140 chrome books, 20 teacher laptops, and additional accessories.

**Strategy #4**

Consortium partners will collaborate to develop clear pathways to support the transition from adult school to community college and career. Adult Schools will partner with Monterey Peninsula College to pilot offering pathways and courses in Early Childhood Education, Business/Technology skills, Hospitality and Culinary Arts, English as a Second Language, and Health Careers. To meet this need, partners will increase staffing; purchase necessary technology and instructional materials; and provide professional development for staff.

**Strategy #5**

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

**Strategy #6**

Pacific Grove Adult Education is committed to expanding and leveraging resources to support students in the Adults Training for Child School Success program. Understanding that parents are the first teachers, PGAE will create partnerships between parents, students, and staff to further student academic and behavioral success. We will offer courses in Conscious Parenting, Parenting from the Heart, and Purposeful Parenting for Student Success for all parents of students in our community schools. Program effectiveness will be measured by student gains over time.

**Strategy #7**

To support the needs of language learners in acquiring skills necessary to obtain or advance in employment, consortium partners will develop and implement contextualized ESL/IET programs aligned with the major industry sectors identified for our region.

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

Consortium partners will collaborate to develop clear pathways to support the transition from adult school to community college and career. Adult Schools will partner with Monterey Peninsula College to pilot offering pathways and courses in Early Childhood Education, Business/Technology skills, Hospitality and Culinary Arts, English as a Second Language, and Health Careers. To meet this need, partners will increase staffing; purchase necessary technology and instructional materials; and provide professional development for staff.

**Strategy #2**

Monterey Adult School and Pacific Grove Adult School have partnered with Monterey Peninsula College, to provide MPC counselors and outreach specialists to work with students at adult school sites. For example, the College and Career Center at MAS allows MAS counselors to work collaboratively with MPC counselors and outreach specialists to provide career counseling, resume workshops, and 1:1 support for students wishing to enroll at MPC.

**Strategy #3**

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

**Strategy #4**

MAS and MPC, with input from local business, continues to collaborate and has developed a foundations in HOSP class which will serve as the intro course in the food service and HOSP pathway. Students who complete the class will gain relevant hands-

on skills for local industry partners and have an opportunity to interview with a local employer. This class will be offered each year and MAS will work with MPC and the consortium on the development of a concentrator class to be offered this year.

#### **Strategy #5**

PGAE will implement new student orientation in order to identify student career goals upon entry and create individualized student transition plans. Staff will identify student needs - college and career guidance, support services, and community resources - in order to provide targeted support for students in support of their transitional plans.

## **Student Acceleration**

### **New Strategies**

#### **Strategy #1**

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

#### **Strategy #2**

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

#### **Strategy #3**

PGAE ESL and ASE staff department meetings will focus on student academic growth and case management to address student support. We will analyze student test data and other performance metrics as well identify best teaching practices and curriculum that increase student engagement and acceleration.

#### **Strategy #4**

MPC ESL faculty will redesign the College's credit and non-credit ESL curriculum to comply with new AB705 regulations and with the goal of increasing alignment with Adult School ESL pathways.

## **Professional Development**

### **New Strategies**

#### **Strategy #1**

CAEP TAP Conference (Yearly). Focus on team building, skill building, increased knowledge in CAEP and legislation. Will assess through implementation of new methods in the classroom and documentation of performance outcomes.

#### **Strategy #2**

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

#### **Strategy #3**

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

**Strategy #4**

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

**Strategy #5**

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

**Strategy #6**

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

**Strategy #7**

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

## Leveraging Resources

### New Strategies

**Strategy #1**

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

**Strategy #2**

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

**Strategy #3**

Pacific Grove Adult Education and Monterey Adult School expanded their ESL programs providing evening classes and labs. Additionally, PGAE and MAS provide ESL classes at elementary schools within their districts, to improve literacy skills of students who are English learners, and engage with the parents to increase their children's academic achievement in school.

**Strategy #4**

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

**Strategy #5**

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

**Strategy #6**

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

**Strategy #7**

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

**Strategy #8**

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

## 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.**

Since 2015, MPAEC has addressed the identified needs by providing pathways to high quality education and career opportunities for adult education students. MPAEC has facilitated meetings with students, teachers, and sta members to identify barriers to enrollment and success. The MPAEC steering committee meets monthly to discuss these needs and determine how to best distribute our allocation to each of our members to best serve our student population. - PGAE has leveraged community resources and partnered with Gateway Center of Monterey Co. to provide a day program for Adults w/ Disabilities for students age 22 - adulthood. Consortia resources enabled the site to design and implement a quality Adults W/ Disabilities day program, designed to provide students with curriculum and activities in daily living skills, personal development, fiscal responsibilities, civic engagement, college visits, and work experience. A gardening class will enable the students to grow vegetables and plants to sell at the local farmer's market. Transportation will be provided for all students to have access to all sites. Most PGAE consortia allocation for the 2018-2019 year will be dedicated to operation and capital outlay for this program. - Child Care services provided on adult education sites within our consortia have oered limited services and are at capacity and also identified for those students attending school, or returning to the workforce. - CAS continues to provide EL services for local students, especially those in the hospitality field. Our budget is largely spent on instructors and providing technical support to students. We also provide child care when needed. - MAS planned allocations are consistent with the annual adult education plan and the consortium 3-year plan. MAS focus remains on improving student outcomes within HSD and ESL as well as access to these programs, expanding our CTE pathways to include short-term certificate based classes, increased parent education classes, expanded computer classes, and a continued focus on adults w/ disabilities. - MPC's 2018-2019 planned allocations focus on dedicating sta and resources to strengthen pathways and transition between its partner Adult Schools and the College. MPC will use AEBG funding, together with Perkins and SWP funds, to establish a "Pathways Specialist" position to coordinate the development of pathways. Funds will also be used to provide counseling and outreach srvc's at adult school sites An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19. Pacific Grove Adult Education has encumbered all of its carry-over funds to meet the budget expenses of their child care facility. This program will open at the start of the 2017/2018 SY. PGAE carry over amounts from previous year are encumbered to complete our Childcare Center. Additional childcare services for students wanting to attend ESL, HSD, or Career Pathway classes on site will be oered free of charge. Carmel Adult School did not have child care last year but did the year prior. We will possibly need to transfer funds if the need arises this year. CAS carryover from the last two years will help cover expenses for the next two years. Monterey Adult School's carry over monies will remain focused on the program areas to which they were originally dedicated. These include expanded access and increased quality within ESL/HSD, CTE Pathways, Parent Education, Adults with Disabilities, and helping adults smoothly transition into post secondary education or a career. MPC's carry over funds will be used to support areas for which they were originally planned. These include sta and faculty time focused on increasing communication, collaboration, and program alignment between Adult Schools and the College as well as Counseling and outreach time to help students at Adult School sites transition to College. Remaining funds will be used for sta and faculty professional development and to support marketing for the College's ESL program

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.**

Pacific Grove has encumbered expenses for prior capital outlay projects not completed last year. Both projects intend to be complete by September 2019. Any remaining funds will pay for additional needed staff in the 5 identified program areas in this plan.

## Certification

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2019-08-15

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2019-08-15

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