

33 Monterey Peninsula CCD

Plans & Goals - Consortium Approved

Executive Summary

While MPAEC has transitioned the majority of instruction to distance learning, it has contacted students to survey and assess needs and obstacles to the online learning environment. It has endeavored to meet technical needs by providing Chromebooks or Laptops and other technology to students, and offered assistance or training with the technology. Other student support needs were met with the distribution of food via free daily meals and access to food pantries, instructional packets, books/textbooks, and more. Staff, teachers, and faculty have received professional development and training for online instructional software and platforms, and received technology needed for remote instruction. Professional development opportunities will continually be offered to all staff throughout the year to help us tackle unforeseen factors. Many classes are still being offered to students in a synchronous manner to create a feeling of consistency and stability in the students learning experience. MPAEC made a quick pivot to strategically and responsively make changes due to budget cuts by postponing, shifting, reducing, and eliminating resources and expenditures in many areas. Areas affected range from supplies, staffing, programs, travel, and more. Mileage reimbursement for staff have been frozen, and a majority of sites saw a reduction in staff and course offerings reduced. Sites have taken to Social Media and other free resources to continue to reach our target demographics to make up for the lack of a marketing budget. The consortium plans to examine the issue of their role in addressing structural racism within their membership and partners primarily through conversations, training, professional development, and workshops. It will ensure equitable student progress and success by critically examining and making necessary changes to existing structures and pedagogies that contribute to the Achievement Gap and impede student success. Online learning in the topic of racial tolerance as well as COVID-19 privacy laws and best practices, information on on individuals rights when being stopped or detained by ICE and professional development has been provided to staff around implicit bias and social justice. MPAEC is focusing course redesigns around an emphasis on Culturally Relevant pedagogy in Unit Plan and Lesson Plans. MPAEC will continue to partner with local organizations to support undocumented, POC, and any underrepresented class of students.

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 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 (virtually) 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. We will also continue to survey our communities, students, staff, educational partners, and industry partners to identify needs and gaps in our programs and interventions.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Through the three year plan process, MPAEC has identified the following areas of needs and gaps in service.1. Adult education services in Marina: 2. Reducing barriers to enrollment (childcare, transportation, etc.)3. Workforce preparation (Integrated Education Training, Apprenticeship programs, etc.)4. Pathways/transitions to post-secondary education 5. Parent Education for K-12 childhood success6. Adults with Disabilities7. Persistence and success in ASE and ESL programs In addition to these gaps, digital literacy and access to technology has recently been identified as a huge gap in service due to the shift to distance learning as a result of the pandemic.

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 and utilized local labor reports created by the Monterey County Workforce Development Board (MCWDB). 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. Finally, student surveys indicate current needs as it related to the pandemic.

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

As a primary indicator, MPAEC will continue to focus on student learning data using Launchboard and TopsEnterprise data. We will look specifically at 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 as tracking the number of students who transition to postsecondary education and jobs.

Gaps In Service

New Strategies

Strategy #1

Strategy #1 MPAEC is committed to addressing racial and social inequities as it pertains to gaps in service for historically marginalized demographics. MPAEC will regularly review data from Launchboard, Tops Enterprise, ASAP, Census, Workforce Development board, etc. to analyze any gaps of service between different socio-economic and racial groups. MPAEC is committed to addressing any potential disparities through courageous conversations and actions to address systemic racism that may be discovered.

Strategy #2

Strategy #2 MPAEC will leverage resources to ensure all students have access to technology through the use of borrowed devices, hot spots, park and learn wifi centers and other means possible. We are also closing the digital divide by ensuring our students have direct instruction around accessing online curriculum and embedded technological support through various student support services

Strategy #3

Strategy #3 Consortium partners will continue to collaborate to provide resources to support adult education student transitions to college and career by providing 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.

Strategy #4

Strategy #4 Consortium partners will continue to 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 oering 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.

Strategy #5

Strategy #5 To maintain established levels of service, MPAEC will continue substantial time and energy to the overall performance of students as measured by the CASAS exam and other performance assessments, with a specific focus on racial and socio-economic equity. We will build on the work done during the previous school year with 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

Strategy #6 Consortium partners will collaborate to increase 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 #7

Strategy #7 MPAEC is committed to expanding and leveraging resources to support students in our parent education for child success programs. Understanding that parents are the first teachers, MPAEC 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, Play and Learn, Positive Discipline, Families in Control 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 #8

Strategy #8 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

Strategy #9

Strategy #9 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 for essential employees in the region with reimbursement program support. When in person instruction resumes, MAS and PGAS will continue to offer free childcare to any student enrolled in CAEP programs to reduce barriers to success.

Seamless Transitions

New Strategies

Strategy #1

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 continue to partner with Monterey Peninsula College to pilot pathways and courses in Early Childhood Education, Business/Technology skills, Hospitality and Culinary Arts, English as a Second Language, and Health Careers.

Strategy #2

Strategy #2 Monterey Adult School will continue to partner with Monterey Peninsula College, to provide MPC counselors and outreach specialists to work with students at adult school sites. Program has shifted to virtual meetings for MAS students to be able to have one on one meetings with MPC Counselors and Outreach specialists.

Strategy #3

Strategy #3 All sites have transitioned into an online learning environment providing students with technological needs the resources to further education. Redesigned curriculum and packet material are being provided to students who do not feel comfortable with technology or do not have the resources to transition into an online learning environment to be picked up.

Strategy #4

Strategy #4 MAS and MPC, with input from local business, continues to collaborate and has developed a foundation in HOSP class which will serve as the intro course in the food service and HOSP pathway.

Strategy #5

Strategy #5 In order to identify, support, and develop student goals and transition plans, MPAEC will implement a new, two step orientation for ESL and HSD/HSE for incoming students. These two steps will be conducted by intake staff and teacher using ZOOM/Google Meets or face to face, if permitted. Step 1 - intake with staff: Besides registration and CASAS level testing, students will complete a Google Doc needs assessment form. This new form will help teachers identify student needs - education and work related goals, support services, and community resources. Step 2 orientation with teacher: during this meeting the teachers will access the Google needs assessment form and review it with students to provide student support for identified needs, help students develop goals, and work on a transition plan.

Strategy #6

Strategy #6 MPAEC will implement a student exit interviews focusing on providing transition services for students completing ESL, HSD/ASE and CTE: work with counselors and staff at MPC and other educational institutions to provide the students with a warm hand-off; connect students with local agencies and community partners for job related (job search assistance, resume building, interview preparation) and supportive wrap-around services.

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

Strategy #1 One of MPAEC'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 MPAEC to both College and a career, MPAEC and MPC have begun planning contextualized CTE pathways with embedded ESL support. S

Strategy #2

Strategy #2 Members of MPAEC will expand counseling services from their College Career Center. The partnership with MPC counseling and MPAEC services will include resume workshops, individualized counseling, and highly visible and up to date job boards.

Strategy #3

MPC ESL faculty will continue their work to redesign the College's credit and non-credit ESL curriculum.

Professional Development**New Strategies****Strategy #1**

Due to the COVID-19 Pandemic and the need for our members to reduce expenditures within their budgets, attendance for conferences and professional development will be through distance learning. Members will be strategic and choose to provide free professional development to staff through OTAN, TAP, County Office of Education and other agencies. Members may choose to provide professional development as listed below for their staff as budget allows: Strategy #1 CAEP TAP Digital Conference. 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

Strategy #2 CCAE Section and State digital Conferences . For Classified and Certificated Sta 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

Strategy #3 CASAS digital Conference. For Classified and Certificated Staff 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. 8/15/2019 NOVA: CAEP Annual Plan: 2019-20 33 Monterey Peninsula CCD [https://nova.cccco.edu/caep/certification/annual-plan/preview/4088/360/2020 5/8](https://nova.cccco.edu/caep/certification/annual-plan/preview/4088/360/2020%205/8)

Strategy #4

Strategy #4 Provide ongoing training and support to teachers to encourage and facilitate the use of new tech platforms, applications, and computer based educational software. PD will also include training of new teaching methodologies designed for live, synchronous instruction to students. Training will access OTAN, virtual conferences and webinars (COABE, CCAE, ACSA), vendor training webinars and other agencies. Will assess through teacher use and effectiveness, and through teacher observations during virtual class sessions.

Strategy #5

Strategy #5 Members will provide department collaboration time throughout the year digitally or through physical distancing to create and expand units of study to increase learning outcomes. Effectiveness will be measured through change in CASAS Payment points and student gains.

Strategy #6

Strategy #6 Members will engage in professional development to help dismantle systemic racism and socio-economic inequities in our agencies and within the consortium. We will collaborate with experts in their field and with other AE agencies to provide training on implicit bias, culturally relevant pedagogy, trauma informed practice and inequities in assessment practices.

Leveraging Resources

New Strategies

Strategy #1

Strategy #1 Monterey Peninsula Adult Education Consortium (MPAEC) members have identified shared resources and delivery methods: MPC offers counseling services on the adult school campuses; Adult Schools and MPC continue to collaborate to increase dual enrollment; MPC offers CTE classes at Adult School sites.

Strategy #2

Strategy #2 MPAEC reviews CASAS performance data and collaborates to ensure each site implements best practices to improve student results and to ensure that MPAEC implements strategies (remote testing, parking lot testing) in order to test all students.

Strategy #3

Strategy #3 MAS and CSUMB continues a partnership in which CSUMB service learners worked as consultants to help Monterey Adult School analyze CASAS assessment data, provide support to students and staff and support with marketing and outreach. This partnership will continue this year and we hope to expand this work throughout MPAEC.

Strategy #4

Strategy #4 MPAEC will collaborate both within our district schools and with outside agencies for providing ongoing support services. PGAE is working with the City of Pacific Grove to help provide childcare solutions for Pacific Grove parents. PGAE continues its collaboration with Gateway to provide daily instruction and community skills building for our Adults with Disabilities program, Without Walls. MAS and the AJCC affiliate now have co-located services at the Monterey Adult School.

Should on site classes resume, PGAE, CAS and MAS will offer child care, free of charge, to any ESL/HSD/Pathway student enrolled in our programs.

Strategy #5

Strategy #5 Continued meetings with Monterey County Workforce Development Board (MCWDB) 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 basis. MCWDB encourages co enrollment in adult education programs that foster collaboration, educational persistence and provides a valuable stepping stone to occupational credentials and higher wages.

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.

MPAEC planned allocations are consistent with the annual adult education plan and the consortium 3-year plan. Since 2015, MPAEC has addressed identified needs by providing pathways to high quality education and career opportunities for adult education students. MPAEC has facilitated meetings with students, teachers, and staff to identify barriers to enrollment and success. The MPAEC steering committee meets annually and ongoing to discuss these needs and determine how to best distribute our allocation 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. Child Care services is a common expense among consortium members and very much in alignment with our goals. PGAE will continue to focus on all programs under CAEP by analyzing data to improve student outcomes and services. 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. also provide child care when needed. 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. MAS has also applied for numerous additional grants to support facilities improvement and program expansion .MPC's planned allocations focus on dedicating staff 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 continue counseling and outreach services at adult school sites and for new curriculum development.

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

Each site will continue to be judicious in their use of not only yearly funds, but also in their use of carry over funds. As we approach this year, some carry-over is attributed to purchases that weren't completed or that were decided against due to the pandemic. Regardless of origin, any carry-over funds will be allocated according to our annual plan and our three year plan. PGAE plans to utilize any carryover funds for the purposes of which they were initially intended and by increasing technology and supporting peripherals for students participating distance learning programs. PGAE will also use carryover to cover the cost of any programming staffing needs as a result of COVID 19. CAS carryover from the last two years will help cover technology and staffing 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. MAS also plans to use any carry over to secure additional funds to address equity issues, like access to technology and internet. MPC does not anticipate carrying over money into this year.

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