

# 33 Monterey Peninsula CCD

## Plans & Goals

### Executive Summary

Monterey Peninsula Adult Education Consortium (MPAEC) has continued to serve the community under the seven CAEP program areas while responding to the needs of the pandemic. The 2022-2023 school year has provided the opportunity to serve students in person and serve students remotely to reduce barriers for the diverse types of learners. Our consortium continues to be flexible and innovative to shift as needed in response to local health department data. As such, MPAEC is offering both in person and remote learning opportunities, additional support for students and staff, and an innovative approach to reduce barriers to academic, career, and civic goals. Many of the economic, educational and career needs identified in our community in the previous planning cycle remain today. One of the major impacts of the pandemic has been a reduction in enrollment. The consortium's ultimate three-year strategic goal is to return to pre-pandemic enrollments and to do so by providing the programming and resources the community needs.

### 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 to collaborate and strengthen alignment to build capacity in our programs. During this cycle our focus will be to implement our short term goals aligned to our three year plan. To accomplish this, we have developed 11 activities to meet the objectives that are outlined in our three year plan. Each activity has been assigned to a consortia team member who are responsible for oversight and accountability.

Members will attend regional and state-wide events to learn and share best practices with regional and state-wide partners. Additionally, members will attend professional development opportunities in person and/or virtually and network with local Workforce Development Board and industry partners to become better informed in identifying 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

Develop programming that will prepare adults for emerging markets and priority areas: As noted in Workforce Development Board report, there are a series of emerging and priority areas including Aviation, which is not currently offered by MPAEC. MPAEC will review areas and develop programming appropriately.

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

During the recent CAEP 2022 Three Year planning process, MPAEC identified regional gaps through multiple data points, including census data, regional labor data, community surveys of enrolled and non-enrolled persons, member TOPs Enterprise attendance and performance data, along with regular formal and informal student feedback at the sites. In 2021-22, 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.

MPAEC also reviewed and utilized local labor reports created by the Monterey County Workforce Development Board (MCWDB). Additionally, our monthly meetings with Monterey County WIOA Network provide MPAEC with timely information on social service needs for our region as well as the regional employment outlook and industry-specific employer needs. Our CTE

programs have close working relationships with their program industry partners and have regular advisory board meetings. Consortium members also collect regular data through student surveys, yearly YouthTruth surveys, EL Civics surveys, OTAN Tech Surveys, student intake surveys, quarterly feedback surveys, focus groups, and one-to-one communication with teachers and staff. This regular collection of data enables consortium members to identify gaps in services and address needs at the site level.

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

MPAEC will look to develop 3 new program areas that provide certificates in areas identified in the Workforce Development Board report.

### **Regional Need #2**

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

Need/interest in small business/entrepreneurial course(s): Adults in the region are interested in taking classes to start their own small business and or become an entrepreneur. WDB also noted the need to support small businesses. Additional courses may be considered to address the community need.

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

During the recent CAEP 2022 Three Year planning process, MPAEC identified regional gaps through multiple data points, including census data, regional labor data, community surveys of enrolled and non-enrolled persons, member TOPs Pro attendance and performance data, along with regular formal and informal student feedback at the sites. In 2021-22, 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.

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

MPAEC will look to identify programs and partners that will allow our students to start their own business. We will look to increase enrollment in these programs by 10%.

### **Regional Need #3**

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

Need for experiential and work-based opportunities in ESL courses: Students mentioned the need to increase conversational opportunities as well as work-based experiences in the ESL classes currently taught.

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

During the recent CAEP 2022 Three Year planning process, MPAEC identified regional gaps through multiple data points, including census data, regional labor data, community surveys of enrolled and non-enrolled persons, member TOPs Pro attendance and performance data, along with regular formal and informal student feedback at the sites. In 2021-22, 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.

MPAEC also reviewed and utilized local labor reports created by the Monterey County Workforce Development Board (MCWDB). Additionally, our monthly meetings with Monterey County WIOA Network provides MPAEC timely information on social service needs for our region as well as the regional employment outlook and industry specific employer needs. Our CTE programs have close working relationships with their program industry partners, and have regular advisory board meetings. Consortium members also collect regular data through student surveys, yearly YouthTruth surveys, EL Civics surveys, OTAN Tech Surveys, student intake surveys, quarterly feedback surveys, focus groups and one to one communication with teachers and staff. This regular collection of data enables consortium members to identify gaps in services and to address needs at the site level.

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

MPAEC sites will look to collaborate to bring faculty together to help develop CTE pathways that can incorporate ESL into the CTE pathway. We will host 3 meetings between sites and faculties this year to accomplish this goal.

### **Regional Need #4**

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

The need for basic computer classes: Students and community members indicated the importance of mastering computer skills.

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

During the recent CAEP 2022 Three Year planning process, MPAEC identified regional gaps through multiple data points, including census data, regional labor data, community surveys of enrolled and non-enrolled persons, member TOPs Pro attendance and performance data, along with regular formal and informal student feedback at the sites. In 2021-22, 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.

MPAEC also reviewed and utilized local labor reports created by the Monterey County Workforce Development Board (MCWDB). Additionally, our monthly meetings with Monterey County WIOA Network provides MPAEC timely information on social service needs for our region as well as the regional employment outlook and industry specific employer needs. Our CTE programs have close working relationships with their program industry partners, and have regular advisory board meetings. Consortium members also collect regular data through student surveys, yearly YouthTruth surveys, EL Civics surveys, OTAN Tech Surveys, student intake surveys, quarterly feedback surveys, focus groups and one to one communication with teachers and staff. This regular collection of data enables consortium members to identify gaps in services and to address needs at the site level.

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

Student data reflecting progress toward goals, exit surveys, certificate of completion, Short term and Longitudinal outcome data, increased enrollment in programs will be used to measure effectiveness. We will look to grow our certificated population coming out of the pandemic by 10%.

### **Regional Need #5**

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

Need to ensure all community members have access to services: Prior needs assessments reported that community members have low awareness of the MPAEC and the pandemic impacted or detoured many prospective students from enrolling or returning.

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

During the recent CAEP 2022 Three Year planning process, MPAEC identified regional gaps through multiple data points, including census data, regional labor data, community surveys of enrolled and non-enrolled persons, member TOPs Enterprise attendance and performance data, along with regular formal and informal student feedback at the sites. In 2021-22, 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. Sites researched and reflected on their unique area needs and identified next steps for marketing programs in each community.

MPAEC also reviewed and utilized local labor reports created by the Monterey County Workforce Development Board (MCWDB). Additionally, our monthly meetings with Monterey County WIOA Network provides MPAEC timely information on social service needs for our region as well as the regional employment outlook and industry specific employer needs. Our CTE programs have close working relationships with their program industry partners, our local community college and have regular advisory board meetings. Consortium members also collect regular data through student surveys, yearly YouthTruth surveys, EL Civics surveys, OTAN Tech Surveys, student intake surveys, quarterly feedback surveys, focus groups and one to one communication with teachers and staff. This regular collection of data enables consortium members to identify gaps in services and to address needs at the site level.

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

MPAEC will develop a marketing plan that will help increase our outreach efforts. This will be measured by an increase in enrollment of 15%.

## Address Educational Needs

### 2022-23 Strategies

**Strategy Name**

Advertising to the Community

**Activity that Applies to this Strategy**

Outreach and Marketing

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

To ensure access for all students, the consortium will develop an outreach and marketing plan. 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

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**Strategy Name**

Industry course offerings

**Activity that Applies to this Strategy**

Expand Industry Offerings

**Metrics that Apply to this Activity/Strategy**

- All: Adults who Became Participants (AE 202 - Overall)
- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)

- Student Barriers: Low Income (AE 310 - Overall)

### Strategy Description

To expand industry offering that will lead to better job opportunities and wages, the consortium will establish a process to identify additional industry courses. All adults in the region will have access to high quality adult education courses, programs, and services that meet regional needs.

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### Strategy Name

Basic Skill Course development

### Activity that Applies to this Strategy

Expand Basic Skills

### Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)

### Strategy Description

To expand access and meet the educational needs of the community, the consortium will create additional adult basic courses in computer skills, math and the basic education courses.

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### Strategy Name

Parental support for student success

### Activity that Applies to this Strategy

Parent Supporting Student Educational Success

### Metrics that Apply to this Activity/Strategy

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

### Strategy Description

To further assist parents in supporting their child's educational needs and expand course offerings, the consortium will develop additional courses that will address this need.

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### Strategy Name

Growing as professional educator

### Activity that Applies to this Strategy

Professional Development

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

To increase student educational level gains, the consortium will provide regular staff meetings, collaboration time and specific professional development events and funding to meet curriculum needs.

**Strategy Name**

Technology contracts for services

**Activity that Applies to this Strategy**

Licensing for Curriculum and Technology

**Metrics that Apply to this Activity/Strategy**

- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)

**Strategy Description**

To address the ESL work based and work experience needs as well as overall student technology needs, the consortium will explore online curricular options for ESL, HSD, CTE, and AEP programs.

**Improve Integration of Services & Transitions****2022-23 Strategies****Strategy Name**

Student support pathways

**Activity that Applies to this Strategy**

Orientation Support and Resource Materials

**Metrics that Apply to this Activity/Strategy**

- All: Number of Adults Served (AE 200 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)

**Strategy Description**

Develop materials to assist staff in supporting students applications, registration, financial aid and other needs of adult education students as well as offer college and career readiness workshops. All adults in the region will have access to

information and resources to support seamless transition from adult school to college and/or career.

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### Strategy Name

Student support services

### Activity that Applies to this Strategy

Barriers to Enrollment, Persistence & Career

### Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

### Strategy Description

In order to increase transitions to postsecondary or career, review student progress and identify barriers to enrollment between adult school sites and to college and/or employment. Develop materials to assist staff in supporting students applications, registration, financial aid and other needs of adult education students as well as offer college and career readiness workshops.

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### Strategy Name

ESL Pathway to Employment

### Activity that Applies to this Strategy

Strengthen Career Pathways

### Metrics that Apply to this Activity/Strategy

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

### Strategy Description

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. MPC's ESL and CTE faculty will develop contextualized ESL/CTE content, resources and services to support ESL student transition into and success in CTE.

## Improve Effectiveness of Services

### 2022-23 Strategies

**Strategy Name**

Program analysis

**Activity that Applies to this Strategy**

Evaluation of Courses and Programs

**Metrics that Apply to this Activity/Strategy**

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

**Strategy Description**

The consortium will conduct regular meetings using a variety of data sources to evaluate current courses, programs and services and identify gaps for enrolled students and the community at large. Consortium members will evaluate current courses, programs, and services to identify gaps on an annual basis.

**Strategy Name**

Data review

**Activity that Applies to this Strategy**

Development of Effectiveness Measures

**Metrics that Apply to this Activity/Strategy**

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- Progress: Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Progress: Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)
- Student Barriers: English Language Learner (AE 305 - Overall)
- Student Barriers: Long Term Unemployed (AE 309 - Overall)
- Student Barriers: Low Income (AE 310 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)
- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Success: Participants Who Earn a Postsecondary Credential (AE 625 - Overall)
- Transition: Participants with Transition to ASE (AE 500 - Overall)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Transition: Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

**Strategy Description**

The consortium will develop site-specific program effectiveness measures, methods of collection and reporting. Consortium members will develop effectiveness measures that will be collected and reviewed on an annual basis.



## 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 members redistribute any carry-over funds into their respective budgets to cover any unfilled open positions, expansion needs for program staffing, supplies and professional development. Added increases in expenditures such as indirect costs, contract for services or operational costs may be included in the redistribution of funds. Members wishing to allocate carry-over for capital outlay are discussed and agreed upon by all members. Any member with leftover carry-over funds may provide it to another member who has financial need as a one time yearly transfer.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2022-23.**

MPAEC members redistribute any carry-over funds into their respective budgets to cover any unfilled open positions, expansion needs for program staffing, supplies and professional development. Added increases in expenditures such as indirect costs, contract for services or operational costs may be included in the redistribution of funds. Members wishing to allocate carry-over for capital outlay are discussed and agreed upon by all members. Any member with leftover carry-over funds may provide it to another member who has financial need as a one time yearly transfer.

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.

Pacific Grove Adult School's carry over monies will remain focused on the program areas to which they were originally dedicated. Open certificated and classified positions due to the pandemic will be restored. Restore full time Administration FTE from .8 to 1.0. PGAE will increase technology and supporting peripherals for students participating in distance learning or for those who do not own the necessary technology to attend class. PGAE will use carryover to cover the cost of any programming staffing needs. Due to increased enrollment in our AWD program, we will need an additional transport vehicle and money set aside for additional materials and supplies. Carryover funds will be earmarked for a contract for services to provide three CTE pathway courses. CAS carryover from the last two years will help cover technology and staffing expenses for the next two years. We will also purchase educational materials as well as updating several student "hot spots". Many CAS students have little to no internet access at home to complete work or attend classes remotely when able.

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 monies to secure additional funds to address equity issues, like access to technology and internet. MAS has additionally started a CNA class, so any extra carry-over funds will be designated for this class. Due to increased enrollment in our ESL classes, we will utilize any other carry-over funds for additional ESL courses including curriculum and materials. MPC will utilize their carry over funds to help develop and strengthen its ESL program and work with our Adult School partners to create a seamless transition for students. We will look to increase our marketing and outreach efforts.

## Certification

### Carmel Unified - Member Representative

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