

33 Monterey Peninsula CCD (2022-25) CERTIFIED

Details

Consortium Information

Consortium Name:

33 Monterey Peninsula CCD

Consortium Short Name:

33 33 Monterey Peninsula CCD

Address:

980 Fremont St. | Monterey, CA | 93940

Website:

<http://www.mpc.edu/academics/general-information/adult-education>

Funding Channel 2024-25:

Direct Funded

CAEP Funds 2024-25:

\$3,148,881

CAEP Funds 2023-24:

\$3,115,543

CAEP Funds 2022-23:

\$2,878,896



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Monterey Peninsula CCD	District	Alexis Bollin	(831) 646-3009
Monterey Peninsula Unified	Unified School District	Beth Wodecki	(831) 392-3565 ext: 2299
Pacific Grove Unified	Unified School District	Barbara Martinez	(831) 646-6580

Executive Summary

Executive Summary *

In the 2022-25 three-year cycle, to sustain existing programs and services, Monterey Peninsula Adult Education Consortium (MPAEC) plans to continue many of the efforts previously identified in the 2018-21 three-year planning cycle that were interrupted by COVID-19. 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.

Needs Assessment

Analysis of the data indicate a need to continue to provide all our services with particular focus on increasing ESL, computer and math skills offerings. In addition, the community also expressed interest in various courses that align with industry priority areas. There is a need to offer small business/entrepreneurship classes and increase or strengthen courses in education/teaching, culinary arts/food services, information technology, healthcare and childcare/preschool. There is also a need to examine emerging industries to see how the consortium may support future job opportunities. The data also revealed a need to better support transitions to postsecondary education and increase skill attainment. Finally, the data indicated the need for childcare and to help increase job prospects of community members especially those in areas of most economic needs (Marina and Seaside).

Metrics

MPAEC understands the need to look at data continuously to ensure the three-year plan goals and objectives are attained. The consortium has selected the following metrics:

- Adults who became participants
- Participants who became employed in the 2nd quarter after exit
- Participants with educational functioning levels gains ABE, ASE and ESL
- Participants who complete an EL Civics COAPP or course
- Participants who earn a high school diploma or equivalency
- Participants who earn a postsecondary credential
- Participants with transition to postsecondary (credit college)
- Participants with transition to postsecondary
- Participants with transition to ASE

Strategies

To ensure we meet these metrics, the consortium has identified five strategies and ten corresponding activities:

- 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.
 - (1) Expand basic education skills
 - (2) Expand industry offerings
 - (3) Expand parent supporting student education success courses
- All adults in the region will have access to high-quality adult education courses, programs and services that meet regional needs.
 - (4) Provide professional development
 - (5) Purchase licensing for curriculum and technology equipment
 - (6) Create consortium wide and site specific outreach and marketing
 - (7) Develop orientation support and resource materials
 - (8) Analyze barriers to enrollment, persistence and career attainment
- All adults in the region will have access to information and resources to support seamless transition from adult school to college and/or career.
 - (9) Strengthen career pathways (also (2) from above applies here)
- Consortium members will evaluate current courses, programs and services to identify gaps on an annual basis.
 - (10) Evaluate courses and programs using a variety of data sources at least once a year
- Consortium members will develop effectiveness measures that will be collected and reviewed on an annual basis.
 - (11) Identify, develop and implement effectiveness measures across the consortium

Summary of Fund Evaluation

The consortium has reviewed fund allocation for the next three-year cycle and will work to meet the objectives of the three-year plan by allocating unused funds to goals and objectives stated in the plan and seeking additional funding where possible.

CFAD Assurances

The consortium follows the CFAD assurances regarding membership and decision making, public meetings and reporting requirements.

Assessment

Overview and Preparation *

MPAEC's strategic planning comprehensive assessment approach included: 1) two needs assessments that examine the barriers and challenges facing community members and enrolled students in achieving their educational goals and 2) a review of data sources such as the U.S. Census American Community Survey (ACS), the LaunchBoard hosted by Cal-PASS Plus and Monterey County Workforce Development Board reports. ACS data was reviewed to understand the current demographics and economic needs of the community such as educational attainment, English proficiency, labor force participation, poverty levels and immigrant status, among other information. The needs assessment reports provided information on current educational and career goals, course interests and barriers to completing educational goals for community members, and the registration and orientation process for enrolled students. The LaunchBoard data provided information on current enrollment, skill gain, transition to postsecondary, CTE certification and employment and earnings data, as well as trend data where available.

Consortium members met weekly from March to June to review the information provided, analyze these data and create goals and objectives. To assist in this process, the consortium hired a consultant to facilitate meetings, present data and assist with the writing of the report. This was the foundation of the efforts set forth in the plan.

Regional Alignment and Priorities *

MPAEC supports the Monterey County Workforce Development Board (MCWDB) local workforce plan by participating in monthly meetings and supporting region- and site-specific efforts. Representatives from each member of MPAEC meet with MCWDB, AJCC One-Stop and other partners monthly to share program updates, collaborate and plan strategic objectives, share data, and align programming and services. MPAEC supports the local workforce plan and strategies in the following ways:

1. **Educational and workplace skills.** MPAEC aligns career pathways to sector-driven strategies that lead to jobs for the target populations by providing English language development, basic math and literacy skills, and high school diploma or equivalency classes.
2. **Support services.** MPAEC provides on-site support services to the target populations, including counseling and career guidance, transportation, childcare, citizenship, immigration assistance, and refers students to community and WIOA partners for services.
3. **Pathways.** MPAEC supports career pathways by integrated employment training in ESL classes, work/career contextualized learning, free college credit or pathway classes on adult school campuses and pre-apprenticeship opportunities.
4. **System alignment and accountability.** MPAEC works with WIOA partners to eliminate duplicate services, collaborate on streamlining intake and assessments, facilitate student transitions, and shares school data for the plan's accountability and effectiveness.

CAS: No WIOA funding received. CAS offers only ESL classes.

MAS: MAS uses WIOA funding to provide ABE, ESL, CTE, citizenship, high school diploma and equivalency, adults with disabilities, and parent education courses. These programs meet the needs of the community and the growth industries in the area (e.g., Healthcare, Construction and Hospitality). Funds are used to reduce barriers for enrollment through free childcare, distance learning support, and student data/assessment and support staff. Further, funds are used to purchase instructional materials such as books, realia, classroom software to support student achievement, distance learning instructional methods and security services for evening classes. MAS is enhancing its IET/IELCE programs to prepare students for in-demand CTE careers and the will hire EST, CTE, HSD/GED and citizenship instructors with WIOA funds.

MPC: In 2021, a project between MPC, Hartnell College and the MCWDB was established to create stronger connections between the local colleges and agencies working with WIOA clients to increase the number of clients receiving education and training from both colleges. The project connects MPC to WIOA case managers and clients and connects MPC students eligible for WIOA services to case managers. WIOA and MPC staff provide joint outreach to communities to raise awareness of the opportunities available through MPC's CTE programs and WDB's support and financial resources. CTE program information sheets are provided to WIOA clients and case managers with information about CTE programs, the employment opportunities of each program, and the high-skill, high-wage or in-demand industry sectors and occupations informed by the CLNA. Two MPC CTE counselors help CTE students stay on track. A system is being created to provide career guidance and academic counseling for students referred by WIOA partners, before enrolling and while participating in CTE programs. This partnership will become a subregional partnership to include Cabrillo College/Santa Cruz WDB and Gavilan College/San Benito WDB.

The Eligible Training Provider List, expanded in 2021, provides more opportunities for those eligible for WIOA services. MPC CTE programs identified for Perkins funding during 22-23 all have programs on the list including: Information Technology, Programming and Computer Networking, Women in Tech, and Hospitality Careers. Pathways planned for the 22-23 include: Business/Hospitality, Allied Health, Education, and Public Safety.

PGAE provides CAEP-funded programs in ESL, citizenship prep, ABE, high school diploma or equivalency, parent education, short-term CTE/ pre-apprenticeship, and adult with disabilities. These programs provide the skills needed for community integration, navigating systems and empowering parents to help their children succeed. WIOA funds are used for the eligible programs and classes and provide adult students the foundational academic and work skills needed to transition into career

pathways, apprenticeship or training, or postsecondary education. Also transportation vouchers and childcare are provided to increase student participation and success. PGAE also offers an early childhood education college credit class providing possible career pathway for students enrolled in WIOA.

These efforts support the AJCC's One-Stop locally driven delivery system that aims to: (1) foster demand-driven skills attainment; (2) enable upward mobility for all; (3) align and integrate programs and services.

Evaluate the Educational Needs of Adults in the Region *

MPAEC reviewed data from American Community Survey (ACS), CASAS, launchboard and needs assessment to determine the educational needs of the adults in the region. The following details pertinent data and concludes with a summary of regional needs and barriers.

Regional Demographic Summary:

According to ACS, the regions' demographics include:

- 30% speak a language other than English at home with 17% of the total speaking Spanish at home; additionally, 12% of households have limited English
- 80% of the region is aged 18 or older
- 26% have a high school diploma/equivalency or less
- Of those aged 16 and older, 28% are unemployed

Some demographic variation by members exists and includes the following.

- English language and non-U.S. citizens: Both Carmel and Pacific Grove Adult Schools (CAS and PGAS) have lower percentages of community members who speak a language other than English at home, fewer households with limited English and non-U.S. citizens compared to Monterey Adult School (MAS).
- Educational attainment: Both CAS and PGAS have low percentages of community members who have less than a high school education compared to MAS.
- Unemployment and poverty levels: Both CAS and PGAS have higher percentages of community members who are unemployed or not in the workforce compared to MAS. However, MAS has more families in poverty than CAS or PGAS.

Needs Assessment

Two needs assessments were conducted, one for community members at large and one for enrolled adult school students. Participants were asked to indicate their educational and career goals & interests as well as barriers to achieving their educational goals. The two reports are included in: [Community Needs Assessment Report](#) and [Student Needs Assessment Report](#).

Enrollment barriers and registration process

Student's economic situation is the most significant barrier followed by access to language support and availability of orientations. While the registration process was easy and most received assistance from staff during registration, less than half had met with a counselor.

CASAS Data

CASAS also reports information on student barriers to employment and reported that low literacy, low-income and English language learner as the top barriers to employment.

Launchboard Data

Enrollment data has been impacted due to Covid-19. Launchboard data show a significant decline in enrollment across members starting in 2018-2019. Further, consistent declines in educational function level gains, workforce preparation or immigrant integration milestones, and persistence year to year are evident. Some growth has occurred in those who took a transfer-level English or math course.

Summary

After reviewing the ACS, CASAS, Launchboard and the needs assessment data, MPAEC concluded that to meet the educational needs of the community reflect those identified in the prior strategic plan with some additional needs identified:

ACS Data

1. A need to expand recruitment efforts to better address needs in each of the communities in the region, especially in the Monterey Adult School service area.
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.

Launchboard Data

1. Covid-19 has impacted enrollment across the state and at MPAEC. There is a need to re-engage prospective students by increasing outreach and recruitment efforts. There is also a need to retain current students as continued efforts to understand barriers to completing their educational goals are necessary.
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.

Needs assessment data:

1. Continue to expand ESL offerings with experiential and work based integration
2. Continue to expand high school diploma/equivalency offerings
3. Continue and or expand basic skills in math and computers
4. Continue to support job skill attainment including creating or expanding programming in the following (not listed in order of importance).
 - a. Small business/entrepreneurship
 - b. Education/teaching
 - c. Culinary arts/food services
 - d. Information technology
 - e. Healthcare
 - f. Childcare/preschool
5. Continue and or expand parenting classes that equip parents to assist their children with schoolwork
6. Expand orientation and registration support efforts for prospective students
7. To reduce barriers, the consortium should continue to
 - a. provide access to low or free childcare
 - b. review class scheduling to align with work schedules as feasible
 - c. provide transportation support
 - d. provide information about financial resources for those seeking courses at MPC

Contributions by Entities *

Each consortium member facilitated meetings with staff which included faculty, administrators, classified staff, local bargaining units and students. This input is reflected throughout the plan.

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area									
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	Pa
*Carmel Unified	Member Representative	0	0	23	0	0	0	0	0	0	
*Monterey Peninsula CCD	Member Representative	0	603	136	0	46	0	142	0	0	
*Monterey Peninsula Unified	Member Representative	0	202	591	606	16	48	48	0	0	
*Pacific Grove Unified	Member Representative	67	83	53	106	61	298	0	0	0	
Total Participants		67	888	803	712	123	346	190	0	0	

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Mission Trails	Other	×	✓	×	×	×	×	✓	✓	✓
Workforce Development Board Of Monterey County (Chris Donnelly)	Workforce Development Board	×	×	×	×	×	×	×	✓	×
Monterey/Santa Cruz Counties Building & Construction Trades Council	Industry	×	×	×	×	×	×	×	×	✓
Monterey Bay Economic Partnership-Hayley Mears	Industry	×	×	×	×	×	×	✓	✓	×
Middlebury Institute of International Studies	Other	×	×	✓	×	×	×	×	×	×
Naval Postgraduate School	Other	×	×	✓	×	✓	×	×	×	×
Immigrant Task Force of Monterey	Community Organization	×	×	✓	×	×	×	×	×	×
Goodwill Central Coast	Community Organization	×	×	×	×	×	×	✓	×	×
San Andreas Regional Center	Community Organization	×	×	×	×	✓	×	×	×	×
Monterey County Health Department	Industry	×	×	×	×	✓	×	×	×	×
Pacific Gateway	Workforce Development	×	×	×	×	✓	×	×	×	×

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Workforce Innovation Network (Pacific Gateway)	Board									

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region *

Covid-19 impacted MPAEC’s community in a variety of ways and its impact continues to be felt. The pandemic has impacted student enrollment and prospective student engagement as well as current levels and types of education and workforce services for adults in the region. The table below lists the current adult education programmatic services by consortium members. Currently, consortium members are meeting most of the educational needs of adults in terms of programming as noted in the needs assessment by offering needed ESL, ASE, ABE and CTE courses that align with 12 programs including some of the WDB’s emerging markets.

However, the need for increasing adult education services and programming in the region are necessary as the pandemic caused significant layoff especially in the Tourism and Hospitality and Retail. Adults are looking to transition to other jobs or gain additional skills. Notable gaps in service include the following:

- **Need to develop programming that will prepare adults for emerging markets and priority areas:** As noted in WDB’s 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.
- **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.
- **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.
- **Need/interest in basic computer classes:** Students and community members indicated the importance of mastering computer skills.
- **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.

Metrics: CAEP Barriers & Metrics

✓ **Student Barriers**

Adult Ed Metrics

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

- ✓ **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

Adult Ed Metrics

- Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)
- Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)
- Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

- ✓ **Transition:** Learn about student transition into postsecondary education and college credit pathways.

Adult Ed Metrics

- Participants with Transition to ASE (AE 500 - Overall)
- Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)
- Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)

- ✓ **Success:** Information on completion of diplomas, certificates, and college credit awards.

Adult Ed Metrics

- Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)
- Participants Who Earn a Postsecondary Credential (AE 625 - Overall)

- ✓ **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Adult Ed Metrics

- Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)				2,200	2,552	3,011
Student Barriers	English Language Learner (AE 305 - Overall)				880	1,021	1,205
Student Barriers	Low Literacy (AE 311 - Overall)				1,760	2,024	2,409
Student Barriers	Low Income (AE 310 - Overall)				880	1,021	1,205
Student Barriers	Long Term Unemployed (AE 309 - Overall)				44	64	95

Member Level Metric Targets

* Mandatory for all members

Carmel Unified (Reported by Carmel USD - Monterey Peninsula CCD)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				22	25	30
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				0	0	0
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				0	0	0
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				0	0	0
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				0	0	0
Transition	Participants with Transition to ASE (AE 500 - Overall)				0	0	0

Monterey Peninsula CCD (Reported by Monterey Peninsula College)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				1,200	1,500	2,000
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				440	506	582
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				90	126	176
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				30	41	53
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				65	85	110
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				0	0	0

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				0	0	0
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				90	126	176
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				120	150	195
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				120	144	180
Transition	Participants with Transition to ASE (AE 500 - Overall)				61	67	73

Monterey Peninsula Unified (Reported by Monterey Peninsula Unified School District (MPUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				510	561	617
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				15	25	30
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				94	120	125
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				100	110	120
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				215	237	261
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				583	612	643

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				72	80	97
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				23	22	32
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				22	26	29
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				24	29	35
Transition	Participants with Transition to ASE (AE 500 - Overall)				24	29	35

Pacific Grove Unified (Reported by Pacific Grove Unified School District (PGUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)				274	301	332
Employment and Earnings	Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)				309	340	374
Progress	Participants with Educational Functioning Levels Gains ABE (AE 400 - ABE)				9	14	20
Progress	Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)				18	19	21
Progress	Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)				24	28	33
Progress	Participants Who Complete an EL Civics COAPP or Course (AE 411 - Overall)				38	49	66

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
Success	Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)				24	34	45
Success	Participants Who Earn a Postsecondary Credential (AE 625 - Overall)				9	12	17
Transition	Participants with Transition to Postsecondary (credit college) (AE 637 - Overall)				8	11	14
Transition	Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)				8	11	14
Transition	Participants with Transition to ASE (AE 500 - Overall)				24	36	54

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Carmel Unified	100%	100%	100%	80%	90%	95%
Monterey Peninsula CCD	100%	100%	100%	80%	90%	95%
Monterey Peninsula Unified	100%	100%	100%	80%	90%	95%
Pacific Grove Unified	100%	100%	100%	80%	90%	95%

Objectives

Address Educational Needs

Description of Objective *

To address educational needs and gaps identified in the previous sections, MPAEC will embark on the following strategies that will build capacity for targeted CAEP programs:

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

To support these strategies, MPAEC will work to achieve the following activities:

Strategy 1: To ensure all adults in the region have access to information, resources, and support to enroll in adult education courses and complete programs in a timely manner, MPAEC will:

1. Develop a targeted outreach campaign including web page/landing page and social media presence that provides basic information, promotes consortium members sites throughout the community, and refers to each member site for more information.
2. Continue to evaluate the needs of our community by examining a variety of resources

Strategy 2: To ensure all adults in the region have access to high quality adult education courses, programs, and services that meet regional needs, MPAEC will:

1. Establish equitable access to services in communities of need based on multiple measures including census data, LaunchBoard and needs assessments and MPAEC by establishing new programs of service using MPAEC funding.
2. Hold regular staff meetings, provide collaboration time and specific professional development events and funding to meet curriculum needs.
3. Explore consortium-wide licensing for curriculum and technology.

The logic model provides specific activities and associated short, medium and long term goals for these strategies.

Improve Integration of Services & Transitions

Description of Objective *

To improve integration of services and transitions identified in the previous sections, MPAEC will embark on ensuring all adults in the region will have access to information and resources to support seamless transition from adult school to college and/or career (Strategy #3).

To support this strategy, MPAEC will work to achieve the following activities:

- Make staff available to support counseling, application, registration, financial aid and other needs of adult education students as well as offer college and career readiness workshops.
- Review student progress and identify barriers to enrollment between adult school sites to college and/or employment.
- Establish or increase CTE course offerings in regional priority industries across the consortium. Create pathways from specific adult school CTE programs that align to college pathways (i.e., hospitality, business, technology, medical assisting and early childhood education).

The logic model provides specific activities and associated short, medium and long term goals for this strategy.

Improve Effectiveness of Services

Description of Objective *

MPAEC is committed to reviewing data to improve quality of programs. Specifically, to improve effectiveness of services, MPAEC will embark on the following strategies:

- Strategy 4: Consortium members will evaluate current courses, programs, and services to identify gaps on an annual basis.
- Strategy 5: Consortium members will develop effectiveness measures that will be collected and reviewed on an annual basis.

To support this strategy, MPAEC will work to achieve the following activities:

Strategy 4

- To Identify gaps for enrolled students and the community at large in courses, programming and services offered by the consortium, MPAEC will meet at least once annually to specifically address these gaps.

Strategy 5

- To ensure students are receiving effective programming, MPAEC members will develop, collect and report on site specific effectiveness measures and meet at least once annually to review this information.

The logic model provides specific activities and associated short, medium and long term goals for this strategy.

Activities & Outcomes

Activity Name *

Expand Basic Skills

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

To expand assess 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.

Short-Term Outcomes (12 Months) *

- At least one additional computer and or math skills class(es) will be in place in either MAS, PGAE or MPC to meet educational needs.

Intermediate Outcomes (1-3 Years) *

Fill courses created and increase enrollment.

Long-Term Outcomes (3-5 Years) *

Increase overall enrollment and ASE and ABE level gains by 5%.

Proposed Completion Date

12/16/2022

Adult Ed Metrics and Student Barriers

- 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)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)

Responsible person(s)

Name
Christian Smith

Activity Name *

Expand Industry Offerings

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

To expand industry offering that will lead to better job opportunities and wages, the consortium will establish a process to identify additional industry courses.

Short-Term Outcomes (12 Months) *

Identify and develop additional program areas of expansion as noted in WFDB report and needs assessment by industry priority area and include local industry partners in the identification process.

Intermediate Outcomes (1-3 Years) *

Increase industry offerings based on student need and strengthen partner relationships and overall enrollment

Long-Term Outcomes (3-5 Years) *

Increase employment rates and earnings for adult education participants by 5%.
Increase the number of short term certification by 5%.

Proposed Completion Date

05/31/2023

Adult Ed Metrics and Student Barriers

- 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)
- Transition: Participants with Transition to Postsecondary (CTE) (AE 636 - Overall)

Responsible person(s)

Name
Christian Smith

Activity Name *

Parent Supporting Student Educational Success

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

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.

Short-Term Outcomes (12 Months) *

Meet with community partners and Tk-12 parents/schools to identify how to best support student success.

Intermediate Outcomes (1-3 Years) *

Develop a course at least one of the member sites that addresses this need.

Long-Term Outcomes (3-5 Years) *

Expand opportunities for parent education TK-12 for student success.

Proposed Completion Date

05/31/2023

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Barbara Martinez

Activity Name *

Professional Development

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

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.

Short-Term Outcomes (12 Months) *

MPAEC will identify consortium-wide and site- specific paid professional development that will increase staff skill set.

Intermediate Outcomes (1-3 Years) *

Increase student level gains across CAEP programming by at least 5%.

Increase alignment in program delivery across member programs.

Long-Term Outcomes (3-5 Years) *

General upward trend student enrollment, persistence rates and skill attainment of at least 5%.

Proposed Completion Date

03/10/2023

Adult Ed Metrics and Student Barriers

- 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)
- Progress: Participants with Educational Functioning Levels Gains ASE (AE 400 - ASE)
- Progress: Participants with Educational Functioning Levels Gains ESL (AE 400 - ESL)

Responsible person(s)

Name
Beth Wodecki

Activity Name *

Licensing for Curriculum and Technology

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

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

Short-Term Outcomes (12 Months) *

Consortium will evaluate ESL curriculum as well as other ASE and ABE course to identify potential licensing as well as evaluate student technological needs.

Intermediate Outcomes (1-3 Years) *

Increase digital literacy and meet higher ESL student needs.

Long-Term Outcomes (3-5 Years) *

Increase enrollment and persistence rates and educational level gains in AEP programs by at least 5%.

Proposed Completion Date

01/27/2023

Adult Ed Metrics and Student Barriers

- 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)

Responsible person(s)

Name
Tom Parry

Activity Name *

Outreach and Marketing

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

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

Short-Term Outcomes (12 Months) *

Develop a plan to create outreach and marketing materials.

Intermediate Outcomes (1-3 Years) *

Create marketing materials, develop a landing page and social media presence.

Long-Term Outcomes (3-5 Years) *

Consistent marketing initiatives and increase student enrollment.

Proposed Completion Date

05/19/2023

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Beth Wodecki

Activity Name *

Orientation Support and Resource Materials

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

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.

Short-Term Outcomes (12 Months) *

Develop site specific and consortium wide materials

Intermediate Outcomes (1-3 Years) *

Institutionalize MPC and other college outreach presentations

Increase the number of meetings with counselors and staff to develop education plans

Long-Term Outcomes (3-5 Years) *

5% increase in adult education students transitioning to postsecondary

Proposed Completion Date

02/28/2023

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- 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)

Responsible person(s)

Name
Eric Saavedra

Activity Name *

Barriers to Enrollment, Persistence & Career

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

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.

Short-Term Outcomes (12 Months) *

Identify patterns in student course taking, completion and transitions and identify gaps or areas of support.

Intermediate Outcomes (1-3 Years) *

Develop strategies to address gaps or needed supports.

Long-Term Outcomes (3-5 Years) *

5% increase in the number of students who complete programs and transition to college and/or career.

Proposed Completion Date

08/25/2023

Adult Ed Metrics and Student Barriers

- Employment and Earnings: Participants Who Became Employed in the 2nd Quarter After Exit (AE 505 - Overall)
- 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)

Responsible person(s)

Name
Beth Wodecki

Activity Name *

Strengthen Career Pathways

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

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.

Short-Term Outcomes (12 Months) *

Collaborate with MPC faculty and adult education staff to understand the progression of adult education to college certification.

Create familiarity, education and comfort for adult education students to attend college and develop a pathways document that will be shared with community

Intermediate Outcomes (1-3 Years) *

Communicate options to current students by providing adult school counselors resources to promote pathways from adult school to college for use in advising students.

Long-Term Outcomes (3-5 Years) *

5% increase in student success and completion of short-term CTE certificates in high-demand local industries

5% increase in level gains in these courses/programs.

5% increase persistence and retention rates in these courses/programs.

5% increase in the number of students who transition from adult school to college CTE pathways and/or employment.

Proposed Completion Date

06/30/2023

Adult Ed Metrics and Student Barriers

- 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)

Responsible person(s)

Name
Christian Smith

Activity Name *

Evaluation of Courses and Programs

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

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.

Short-Term Outcomes (12 Months) *

Identify dedicated staff within the consortium to gather and evaluate information.

Intermediate Outcomes (1-3 Years) *

At least once a year, meet to review data.

Long-Term Outcomes (3-5 Years) *

Institutionalize evaluation process within the consortium on a regular basis.

Proposed Completion Date

12/16/2022

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Tom Parry

Activity Name *

Development of Effectiveness Measures

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

The consortium will develop site-specific program effectiveness measures, methods of collection and reporting.

Short-Term Outcomes (12 Months) *

Conduct a landscape study of effectiveness measures used by consortiums to inform development of internal effectiveness measures.

Intermediate Outcomes (1-3 Years) *

Develop, implement, collect and report on effectiveness measures by site.

Long-Term Outcomes (3-5 Years) *

5% increase in enrollment, transitions and employment.

Proposed Completion Date

03/17/2023

Adult Ed Metrics and Student Barriers

- 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)

Responsible person(s)

Name
Eric Saavedra

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Carmel Unified	\$62,000	Certified
Monterey Peninsula CCD	\$86,008	Certified
Monterey Peninsula Unified	\$1,374,611	Certified
Pacific Grove Unified	\$1,760,878	Certified
Totals	\$3,283,497	4/4 Certified

Funds Evaluation *

The following details funding allocation by each member and consortium wide efforts to address educational needs of adults in the region:

- CAS will use funding to staff and provide the appropriate technology and educational materials to
- MPC will continue to grow and develop its ESL program to help pipeline students into college level English courses or to obtain the skill level to join the job market. CAEP funds will be used to help strengthen pathways from our Adult School partners to degrees and certificates at MPC. We will look to expand our current zero credit offerings to broaden our reach to meet our student needs. CAEP funds will also be used on a strategic marketing plan to help students return to the classroom.
- MAS will continue to use multiple data sources to allocate resources including student learning data and community demographics. We will continue with programming and amplify our work for our ESL and HSD students.
- PGAE will use funds to align with and to support consortium objectives as well as to support student academic, transition and support service needs particular to our site. CAEP funding will be used to cover staff and programming in ESL, Citizenship, ABE and ASE. PGAE will also use CAEP funding to provide staff and programming in K-12 Success and in AWD. In AWD, PGAE will continue its partnership with Gateway Center of Monterey County by leveraging money, resources and staff. Also, PGAE looks to use CAEP funds to add new CTE programming in Tech related courses and to restart the Early Childhood Education pathway that was discontinued due to the Covid pandemic.

Members will collaborate to develop outreach and marketing efforts to increase awareness of adult school offerings and resources across the consortium. When unused funds are available, members will pool them to meet strategic planning goals and objectives.

MAS and PGAE also receive additional funding including WIOA and Perkins to provide classroom supplies and materials, curriculum support and professional development, and to purchase tech devices and educational software. Members will continue to leverage these funds to provide necessary educational and workforce training. In addition, members will examine ways to increase outside funding sources.

Certification

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09/19/2024 09:45 AM PDT

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09/19/2024 10:01 AM PDT



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