

**33 Monterey Peninsula CCD**

CONSORTIUM APPROVED

2024-25

## Plans & Goals

### Executive Summary

#### 2024-2025 Executive Summary

The Monterey Peninsula Adult Education Consortium (MPAEC) continues to serve its communities by providing adult education programs and services in all seven of the California Adult Education Program (CAEP) program areas. Collaboration has been key for the Consortium as programs have worked together to strengthen each other both individually and as a whole. One major shift includes an increase in enrollment from pre-pandemic levels because of a concerted shift of the Consortium to promote services and reduce barriers and accommodate the needs of all learners.

In addition to increased enrollment, this past year saw many successes. The Consortium collaborated throughout the year to complete self assessments, revise by-laws, implement a marketing and advertising campaign and participate in a day-long retreat to reflect and plan for 2024 and beyond. In addition, PGAE strengthened their pathways and transition support to MPC by hiring College & Career Pathways Navigators while MAS continued to develop their ESL program expansion and alignment with MPC. In response to the need for continuous support for collaboration between the College and Adult Schools, MPC shifted towards an outreach services model. This resulted in the development of a student referral process for all consortium site partners, workshop opportunities, and additional student support services being provided to adult schools and their students.

The Consortium focused on developing authentic partnerships with local agencies; primarily, the Monterey County Workforce Development Board and Department of Rehabilitation. Monterey Adult School (MAS) offered sessions of Certified Nursing Assistant (CNA) training reaching over 70 students from the previous year. MAS and Pacific Grove Adult Education (PGAE) expanded their programming for Adults with Disabilities (AWD), including in culinary and food safety training, employment services, and co-enrollment in High School Diploma programs and Monterey Peninsula College classes. PGAE expanded their AWD program to independently provide robust services for those ages 18 and over. Parent Education programming (training adults to support children's academic success) remains robust at PGAE and this year MAS began to expand its offerings in this area with a focus to include English language development and life skills important to family success.

The community needs and barriers described in MPAEC's 2022-2025 Three Year Plan continue to drive the programming provided by the Consortium with some additional needs which emerged from the Consortium's ongoing collaboration. For the 2024-2025 school year, the main areas of focus will remain the same: increase access to instructional and non-instructional services; maintain and expand high-quality programming; improve college and career pathways support to ensure smooth transitions for adult learners; and ensure effectiveness through program evaluation and improvement measures. Although Members face challenges like difficulty finding qualified teachers (especially ESL and CTE), inadequate facilities, and turnover, these barriers will be mitigated by increased collaboration between Members and other Partners. With more robust outreach and marketing efforts, high-touch transition support, and essential resources like childcare and transportation, the Consortium hopes to increase access and support to more adult learners in the region and improve enrollment and retention in its programs. With growth, new challenges have emerged which include strengthening transitions from one agency to another and providing appropriate individual support for students while also tracking the data to ensure measurable outcomes.

### Regional Planning Overview

#### 2024-2025 Regional Planning Overview

MPAEC Members meet consistently (at open public meetings) to discuss community needs, the progress being made toward achieving the goals laid out in the Consortium's 3-year plan, and what more Members can do cooperatively to build capacity and improve alignment between programs. Each activity outlined in the 3-year plan and annual plan is assigned to an individual Consortium team member to ensure oversight and accountability. Members survey students, community members, and community and industry partners on an ongoing basis to identify needs and gaps in services and adjust their strategies accordingly.

In addition to Consortium-level collaboration, Members engage in local and regional activities to remain informed of needs and gaps and work with partners (like the Monterey County Workforce Development Board) to collectively serve adult learners and employers and meet the goals of the Adult Education and Workforce Development plans. They also participate in statewide activities and professional development to learn and apply best practices.

## Meeting Regional Needs

### Regional Need #1

#### Gaps in Service / Regional Needs

Gaps in Service / Regional Needs

CTE / Career Pathways Programming: In the Monterey Peninsula, there is a need for a trained workforce in the priority industry sectors of Healthcare, Hospitality, Education, Information Technology, and Construction.

The MPAEC utilized the following resources to identify gaps and needs: the 21-22 MPAEC Community Needs Assessment Survey (conducted by an independent contractor), which included surveys of enrolled students and prospective students in the community, census data, local market information and workforce development board reports, community and industry partner input (including via CTE Advisory Committees and the Monterey County Workforce Development Board), Member student enrollment and outcomes data, other student data collected via intake assessments and surveys (including school surveys, OTAN Tech Surveys, EL Civics Surveys, YouthTruth Surveys), and informal communication with teachers and staff.

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

The MPAEC utilized the following resources to identify gaps and needs: the 21-22 MPAEC Community Needs Assessment Survey (conducted by an independent contractor), which included surveys of enrolled students and prospective students in the community, census data, local market information and workforce development board reports, community and industry partner input (including via CTE Advisory Committees and the Monterey County Workforce Development Board), Member student enrollment and outcomes data, other student data collected via intake assessments and surveys (including school surveys, OTAN Tech Surveys, EL Civics Surveys, YouthTruth Surveys), and informal communication with teachers and staff.

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

The MPAEC will measure effectiveness in this area by the number of programs or classes offered that prepare adult learners to enter and/or advance in careers in the priority sectors listed above.

### Regional Need #2

#### Gaps in Service / Regional Needs

Entrepreneurship/Small Business Development Training & Resources: Monterey Peninsula community members have a need for and interest in learning how to start, maintain, and grow their own small businesses.

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

The MPAEC utilized the following resources to identify gaps and needs: the 21-22 MPAEC Community Needs Assessment Survey (conducted by an independent contractor), which included surveys of enrolled students and prospective students in the community, census data, local market information and workforce development board reports, community and industry

partner input (including via CTE Advisory Committees and the Monterey County Workforce Development Board), Member student enrollment and outcomes data, other student data collected via intake assessments and surveys (including school surveys, OTAN Tech Surveys, EL Civics Surveys, YouthTruth Surveys), and informal communication with teachers and staff.

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

The MPAEC will measure effectiveness in this area by the number of classes or workshops offered that help prepare adult learners to start, maintain, or grow their own small businesses. This may also include integration of entrepreneurship-related curriculum into existing classes.

### **Regional Need #3**

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

Workforce Preparation for English Language Learners: English Language Learners (those already enrolled in ESL classes as well as those in the community) need English skills relevant to their current jobs or future careers in order to obtain employment or advance along their chosen career pathways.

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

The MPAEC utilized the following resources to identify gaps and needs: the 21-22 MPAEC Community Needs Assessment Survey (conducted by an independent contractor), which included surveys of enrolled students and prospective students in the community, census data, local market information and workforce development board reports, community and industry partner input (including via CTE Advisory Committees and the Monterey County Workforce Development Board), Member student enrollment and outcomes data, other student data collected via intake assessments and surveys (including school surveys, OTAN Tech Surveys, EL Civics Surveys, YouthTruth Surveys), and informal communication with teachers and staff.

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

The MPAEC will measure effectiveness in this area by the number of Vocational ESL (VESL) classes offered that teach English skills that are contextualized for work in specific vocations (e.g. Cook, Community Healthcare Worker, Teacher) or industry sectors (e.g. Hospitality, Healthcare, Education, Building Trades). This may include integration of VESL curriculum into existing ESL and/or CTE classes.

The MPAEC will review enrollment, completion of course, EL Civics data and CASAS data (including CASAS level gains) to measure effectiveness of ESL implementation and success.

### **Regional Need #4**

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

Basic Skills: Adult learners in the region need basic skills instruction, including literacy (English and Spanish), numeracy, and digital literacy.

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

The MPAEC utilized the following resources to identify gaps and needs: the 21-22 MPAEC Community Needs Assessment Survey (conducted by an independent contractor), which included surveys of enrolled students and prospective students in the community, census data, local market information and workforce development board reports, community and industry partner input (including via CTE Advisory Committees and the Monterey County Workforce Development Board), Member student enrollment and outcomes data, other student data collected via intake assessments and surveys (including school surveys, OTAN Tech Surveys, EL Civics Surveys, YouthTruth Surveys), and informal communication with teachers and staff.

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

The MPAEC will measure effectiveness in this area by the number of basic skills classes offered, including basic computer classes, math classes, and literacy classes (for lower-level ABE and ESL students). This may include integration of basic skills instruction curriculum into existing classes. It may also include Family Literacy programming in connection with the Parent Education programming.

### **Regional Need #5**

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

Access to Adult Education Services: Access to regional Adult Education services needs to be improved. A specific barrier to this that was identified is a lack of awareness of the local adult education programs/services/providers, particularly since the pandemic. Other barriers identified include lack of transportation, lack of childcare, class schedules, and locations.

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

The MPAEC utilized the following resources to identify gaps and needs: the 21-22 MPAEC Community Needs Assessment Survey (conducted by an independent contractor), which included surveys of enrolled students and prospective students in the community, census data, local market information and workforce development board reports, community and industry partner input (including via CTE Advisory Committees and the Monterey County Workforce Development Board), Member student enrollment and outcomes data, other student data collected via intake assessments and surveys (including school surveys, OTAN Tech Surveys, EL Civics Surveys, YouthTruth Surveys), and informal communication with teachers and staff.

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

The MPAEC will measure effectiveness in this area by an increase in outreach and recruitment efforts, including community engagement and marketing, and increased enrollment. Consortium-wide goal is a 15% increase in enrollment during the 3-year plan period (2022-2024).

## Address Educational Needs

### 2024-25 Strategies

**Strategy Name**

CTE & Career Pathways Programming

**Activity that Applies to this Strategy**

Expand Industry Offerings

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

- 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)

**Strategy Description**

CTE and Career Pathways programming will focus on priority industry sectors: Healthcare, Hospitality (particularly culinary), Education (ECE and EDU pathways), Information Technology, and Construction. Members may also develop pre-apprenticeship and/or apprenticeship programs in those priority sectors.

**Strategy Name**

Entrepreneurship and Small Business Development Training & Resources

**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)

**Strategy Description**

Entrepreneurship and Small Business Development programming may include development of new classes and/or collaborative offerings with partners like the Monterey County Workforce Development Board, Cal Coastal Small Business Development Center, El Pajaro Community Development Corporation, First Five, and other community partners.

**Strategy Name**

Parent Education 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**

Parent Education programming (for parents/guardians and others helping children succeed in school) at the adult schools will be expanded with an increased number of classes and expanded reach across school districts (reaching parents at all schools within the Consortium).

**Strategy Name**

Programming for Adults With Disabilities

**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)
- 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 career training, employment services, and other workability services for Adults with Disabilities at the adult schools will be expanded, with a focus on instruction, permit obtainment, and work-based learning for Hospitality-related jobs. The adult schools will continue to partner with MPC to enroll students in the AWD programs in college classes and services and to employ AWD Program students at MPC. Some AWD Program students will continue to be co-enrolled in the HSD/HSE Program.

**Strategy Name**

Workforce Preparation for English Language Learners

**Activity that Applies to this Strategy**

Strengthen Career Pathways

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

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

**Strategy Description**

The vocational ESL (VESL) classes will not only include contextualized English language skills instruction but also career pathways information and career readiness instruction, and will utilize tools like the career pathways modules in Burlington English. MPC's ESL and CTE faculty will collaborate to develop contextualized ESL/CTE content and resources to support ESL student transition to and success in CTE programs. VESL programming will focus on priority industry sectors: Healthcare, Hospitality (particularly culinary), Education (ECE and EDU pathways), Information Technology, and Construction.

**Strategy Name**

Basic Skills Instruction: Literacy, Numeracy, Digital Literacy

**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**

Basic Skills instruction will include classes and “boot camps” in digital literacy, math, and literacy (English and Spanish). Family Literacy programming will also be developed in cooperation with the Parent Education programming. To integrate digital literacy across the curriculum, technology-based instruction will be offered using tools like Northstar, Burlington English, Quizlet/Padlet, Zoom, Google Suite, Adobe, etc.

**Strategy Name**

Outreach & Recruitment

**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 all adults and partners in the region have access to the information needed to enroll in adult education programs, the MPAEC will develop and implement a Consortium marketing plan, which will include advertising and marketing collateral (with the inclusion of all regional adult education service information in each Member's class catalogs and websites). Members will also increase outreach efforts by attending community events, school events, etc. and engaging more with community and industry partners to increase awareness of adult education services.

**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: Low Income (AE 310 - Overall)

**Strategy Description**

Members will provide as much support as possible to students to help them access adult education services, particularly with transportation assistance (bus tickets, van service), childcare services, diapers, school supplies, laptops to borrow, and referrals to partner agencies for support services. Members will also adjust class schedules and expand to new sites (e.g. offering classes at other Members' or Partners' sites or other satellite locations) in order to be accessible to more students, in addition to continuing to provide online and hybrid classes. Overall, with Member services and those provided by Partners students will receive wrap-around services.

**Improve Integration of Services & Transitions****2024-25 Strategies****Strategy Name**

College Transitions Support

**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**

To help make adult learners' transitions to college as seamless as possible, the MPAEC will more effectively help them understand and navigate college pathways by:

- more widely distributing information to adult learners and ensuring the materials are clear and accessible (for adults with low literacy levels, limited English, disabilities);
- offering college readiness and career readiness workshops and new student orientations for adult learners;
- college campus tours for adult school students;
- college counselor hours at adult schools and college staff presence at adult school events;

- providing staff with the information, training, and materials they need to effectively help adult learners with choosing pathways, completing college and financial aid applications, class registration, etc. and make referrals to partner agencies;
- parent education in high schools to support students' transition to college, giving parents/guardians the knowledge and tools they need to help students explore and choose college pathways, complete college and financial aid applications, class registration, etc.

**Strategy Name**

Career Transitions Support

**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**

To make adult learners' transitions to career pathways as seamless as possible, the MPAEC will more effectively help them navigate career pathways and connect to necessary resources by:

- Holding career/job fairs for adult learners and advertising the fairs more widely, including in the adult school catalogs
- Exploring job board/job search resources for adult learners
- Hosting workforce development board / AJCC staff at Member sites
- Continue developing and recruiting students into career pathways in Healthcare, Education, Hospitality, and Construction
- Continue expanding career pathways programming and workability services for Adults with Disabilities, partnering with the Department of Rehabilitation and district Transitions programs and other regional partners,

**Improve Effectiveness of Services**

**2024-25 Strategies**

**Strategy Name**

Program Evaluation

**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 MPAEC will evaluate effectiveness on class, program, member, and consortium levels. Members will review data together, identify gaps, barriers, and needs, and develop strategies for improvement. The Consortium will define and refine effectiveness measures and make sure methods of data collection and reporting are standardized.

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### Strategy Name

Professional Development

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

### Strategy Description

To increase student skills gains and education level gains and improve outcomes overall, the MPAEC will provide and participate in professional development for teachers, staff, and administrators through local, regional, and state-level trainings and conferences. Regular communication, meetings, and collaborative activities between Members will also encourage sharing best practices and resources and building capacity across the Consortium.

## 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.**

The strategies and activities in this 2024-2025 Annual Plan are consistent with the MPAEC's 2022-2025 Three-Year Plan. Member allocations and budgets are aligned with both plans. All planned activities and expenditures fall within at least one of the approved CAEP program areas, are allowable under CAEP guidelines, and address the region's adult education needs.

**An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2024-25.**

The MPAEC's Members redistribute carryover funds into their respective budgets to cover rising costs (e.g. salary/benefits increases, operational costs, contracts, indirect), delayed activities (e.g. unfilled positions), and program expansion and improvement (e.g. materials and supplies, professional development, program evaluation). The use of carryover for capital outlay is discussed and agreed upon by Members. Additionally, carryover funds for use on capital outlay projects are submitted to the state for approval. On an annual basis, any Member with carryover may provide the carryover funds to another Member who has financial need as a one-time transfer. Each Member will continue to be judicious in their use of funds. Carryover funds will be allocated according to the MPAEC's bylaws, annual, and three-year plans.

## Certification

### Carmel Unified - Member Representative

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08/15/2024 10:25 AM PDT

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