REGIONAL COMPREHENSIVE PLAN

MORONGO BASIN AB 86 ADULT EDUCATION CONSORTIUM

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Morongo Basin AB86 Adult Education Checklist and Index

OVERVIEW OF THE MORONGO BASIN AB 86 CONSORTIUM

The Morongo Basin AB 86 Consortium is composed of one community college district (Copper Mountain Community College District) and one high school district (Morongo Unified School District). In addition, we have one nonprofit partner, the Morongo Basin Coalition for Adult Literacy (MBCAL). Copper Mountain College (CMC), located 90 miles east of San Bernardino, CA, serves the Morongo Basin of San Bernardino County; the college's main campus is located in Joshua Tree, and a satellite campus is located on the Marine Base in Twentynine Palms, the Marine Corps Air Ground Combat Center (MCAGCC).   Morongo Unified School District's headquarters is in Twentynine Palms, CA, and the district includes eleven elementary schools, two junior/middle schools, three high schools, and an independent continuing education program that serves the Morongo Basin communities.   The communities of the Morongo Basin are both diverse and unique to San Bernardino County and include Morongo Valley, Yucca Valley, Joshua Tree, and Twentynine Palms.

Copper Mountain College offers noncredit courses in Adult Basic Education (ABE), Secondary Basic Skills, including courses leading to a High School Diploma (HSD), and GED Preparation courses; and refresher courses for students preparing for an admissions test (for example, the Accuplacer Assessment Test students take when enrolling in our college or the Test of Essential Academic Skills (TEAS) required of students enrolling in our Nursing Program. For our ABE students, we have basic skills in English, math, and reading. Until 2010, when CMC received approval from the Chancellor's Office to offer its own High School Diploma program, CMC and Morongo Unified School District partnered with CMC offering the courses to adults, based on MUSD standards and curricula, with MUSD awarding the diploma. Currently, in the geographical area of our community college and high school districts, CMC's Student Success Center offers most of the adult education offerings. MUSD primarily provides instruction for elementary through high school age students, the only exception being one program offered to adults which is described below, within this objective, under Program Area 3, "Short-Term Career Technical Education Programs." Our partner in this Consortium, Morongo Basin Coalition for Adult Literacy (MBCAL), has provided voluntary tutoring in reading to residents in the Morongo Basin for over twenty years.

The Student Success Center (SSC) on the main campus serves as the core office for the five noncredit programs offered by the college: (1) the Adult High School Completion (HSC), (2) GED Preparation and Adult Basic Education, (3) the English as a Second Language, (4) Refresher/Test Prep (such as TEAS—Test of Essential Academic Skills, a requirement for admission to the RN program—and the Accuplacer, an entrance test required for new students entering the college), and the (5) Military Academic Skills (MASP) programs. The first four in this list are offered at the main campus in Joshua Tree but not on the satellite campus on the Marine Base while MASP

is only offered at the Marine Base. The prior examples could be expanded to include more Adult Education offerings at the Base whereas the latter makes sense to leave it as it is. Noncredit courses in the SSC are offered in an open-entry/open-exit format with CMC faculty, tutors, and an instructional assistant providing one-on-on instruction, small group instruction, and computer-assisted instruction. Overseeing all five noncredit programs is the full-time Coordinator for Developmental Education, also a faculty member who holds a Ph.D. in English and Critical Theory and has worked in higher education for over twenty years, with over seven of these in Adult Education.

The SSC expanded its hours in Fall 2011 and further expanded in Spring 2012. Currently, the SSC is open a total of fifty-six hours, Monday through Friday, including evening hours all nights except Friday. We are not open on the weekends. The curriculum is designed to ensure the success of every individual student. Entering students are evaluated and an Individualized Educational Plan (IEP) is prescribed, delineating semester goals. Students then follow a self-paced curriculum that is delivered in diverse ways: textbooks, software, Web-based instructional programs, tutoring, and individualized assistance. The students' curricular progress is monitored each session and completion rates are monitored each semester.

In Fall 2012 semester, the SSC began utilizing a virtual curriculum for most of the core HSC courses. The GradPoint curricula, from Pearson Publishing, allow students to complete the entire high school course online in the SSC, including testing and grade calculations. GradPoint is aligned with the Common Core State Standards (CCSS). However, some students prefer using a textbook, and part of our planning process for AB 86 is to update our textbooks and paper-based curricula so that all of our HS program is aligned with CCSS; currently, our textbooks are not. Likewise, our ABE curriculum—which focuses on basic reading, writing, grammar, and math skills—needs to be revised completely.

History of Adult Education in the Morongo Basin Region

The creation of the Adult Education Program at Copper Mountain College dates back to the late 1960s when we were a fledging extension of College of the Desert (COD). The Morongo Basin was considered a part of the Coachella Valley Community College District; facilities were rented in Twentynine Palms to offer college classes at this satellite center.

Our close proximity to the Marine Corps Air Ground Combat Center (MCAGCC), located in Twentynine Palms, made us a natural educational partner with the military installation. At a time when Marines were returning from Viet Nam after leaving high school to serve their country, College of the Desert was given space aboard MCAGCC to offer evening college classes and to begin a high school completion (HSC) and

General Education Development (GED) preparation program for service members and their dependents. At this time, in partnership with Morongo Unifies School District (MUSD), it was agreed that the Copper Mountain Center would offer high school courses to adults in the region, and students would adhere to the curriculum and standards of MUSD who would award the diploma to students who successfully completed the coursework and graduation requirements. An English as a Second Language (ESL) course was also soon offered at the military base which drew its students predominantly from the dependent spouse population that found themselves in a new country, coping with a different language and culture.

The non-credit program flourished aboard MCAGCC and the partnership between College of the Desert and the Marine base grew strong while the partnership between the Copper Mountain Center and the local MUSD continued to be robust. Eventually, the college received funding for the non-credit program under the Basic Skills Education Program contract (BSEP). With external funding, the college was able to have a basic skills program open day, afternoon, and evening hours. Staff consisted of two full-time faculty—one in math and one in English/reading—a Director, and several support staff. College of the Desert was the recipient of the contract up until 1993. At that time, the program went out for bid, and although the Copper Mountain Center was the successful bidder, the USMC soon opted to address basic skills through a distance education modality. Their military population had also changed from large numbers of non-graduates to recruitment of only those with their high school diplomas.

The drastic drop in external funding cut deep into the district's ability to offer extensive adult education courses for ESL, HSC, GED, and refresher students. In 1995, the Adult Education program relocated to the new campus in Joshua Tree with administrative oversight remaining with the Director for Base Programs. By this time, we were known as Copper Mountain Campus, a satellite campus of College of the Desert. Continuity at all levels was a problem. Administrative oversight of the program was reassigned from the Director for Base Programs to the Coordinator for the Workforce Development Center. Supervision was now an on-campus function, but there was a lack of understanding about adult education and its integral role in the mission of Copper Mountain. Unfortunately, student numbers dropped. Through retirement, our full-time staff dwindled down to zero; staffing was 100% through part-time faculty.   Support staff fell to less than 1.5 positions. When those individuals left, the positions were not filled; student workers were hired. The program floundered out of neglect and misunderstanding.

Another point of note is that in 2000, the Copper Mountain Campus split from its home district (COD) and officially became an independent community college district known as Copper Mountain Community College District. At this point, the college was faced with many challenges, and the Developmental Education (DE) Department was

not exempt. Although the program had been under the umbrella of its sister DE department at COD, the programs differed greatly. The biggest mismatch was in curriculum and what entity issued the adult high school diplomas. CMC offered everything under an umbrella number of DE 300, which encompassed all that was taught in the department. District course outlines of record (CORs) were not transferred over from COD at the time of the split, probably because they did not reflect the curriculum that was being offered. The birth of its own district, however, did not affect the positive relationship between the college and our local high school district, MUSD. MUSD continued to award diplomas for those adult students who completed their high school coursework at the new campus in Joshua Tree.

In 2002, the Director of Student Services returned to the classroom as a full-time faculty member to the Developmental Education Department. When the Workforce Coordinator retired, coordination of the program was reassigned to the faculty member in 2005. Since that time the curriculum has been updated, new CORs were written for courses, relationships with Morongo Unified School District were strengthened even further, firm guidelines were established regarding admission for students less than eighteen-years of age—and have been consistently adhered to--and the Adult Education's positive attendance had nearly doubled at that time.

In 2005, Copper Mountain was the recipient of a Title V grant. It was the desire of the administration to focus its Title V monies in further strengthening the newly re-named Student Success Center (SSC). It was the first step in transitioning from a limited learning lab serving HSC/GED students to a full-fledged Academic Skills Center. Tutoring was relocated and expanded to the SSC. The Title V grant provided the opportunity for all new/incoming students to enroll in a "preparatory" Summer Bridge Program. Additionally, the Basic Skills Initiative has been instrumental at CMC in forming a Basic Skills Task Force. The Basic Skills Task Force at that time completed a five-year plan that included basic skills educational research, which clearly established a series of effective practices that had been demonstrated to produce improvements in student outcomes. The goal of the five-year plan—to institutionalize basic skills as a priority for all students to be successful at Copper Mountain College—was achieved at that time. The Title V grant ended in 2010, and tutoring functions for the college was moved from the Student Success Center to a dedicated classroom staffed by faculty and student workers. In 2012, CMC responded to two Upward Bound Request for Applications—one for high school students and one for Veterans specifically—but we were not successful with either one.

Also in 2005, the BSEP program returned to CMC as the Military Academic Skills Program (MASP). Copper Mountain College now offers four-week classes in math and language arts aboard MCAGCC to active duty military (the class is open to any individual as well) as a refresher in basic skills. The purpose is to raise Test for Adult

Basic Education (TABE) scores to qualify for tuition assistance, a form of financial aid for military personnel and their dependents. Additionally, military personnel and their dependents enroll in MASP because they plan to enroll in college courses, and this helps them prepare for the entrance tests such as Accuplacer and Compass. These courses are team-taught by adjunct faculty, and ten or eleven sessions are offered each academic year. Additionally, ESL has come full circle with one of the class sessions being taught aboard the Combat Center as of fall 2008, and our student numbers have dramatically increased when considering our current ESL enrollments.

In August of 2010, the California Community College Chancellor's Office approved a 160-credit Adult High School Diploma Program, so, for the first time in four decades, Copper Mountain College began awarding our own diplomas instead of Morongo Unified School District. This new arrangement, with adults receiving their high school diplomas through CMC, was welcomed by MUSD. However, at the same time, CMC's Adult Education programs saw the end of Title V monies, including the Coordinator for the grant. Only during this current year (2014), have we seen new funds available for the Adult Education programs offered in the Consortium's region, which is primarily offered through the Student Success Center at CMC.

Organizational Structure and Member Organizations

Consortia Membership: Describe existing collaborative relationships between the community college district and the school districts related to adult education. Identify how these relationships may inform the planning process going forward.

The Consortium is composed of the only community college district and the only high school district in our area of San Bernardino County: Copper Mountain Community College District (CMC), whose main campus is located in Joshua Tree, and the Morongo Unified School District (MUSD), whose district office is located in Twentynine Palms. The college and high school districts have had a long partnership in many respects, including adult education in the region. For over four decades, CMC's Student Success Center (SSC), which houses the adult education programs, and MUSD have collaborated, with CMC offering high school curricula to adult learners while MUSD would approve and then award diplomas to those adults who completed the MUSD requirements. However, in August 2010, the California Community College Chancellor's Office approved a 160-credit Adult High School Completion (HSC) Program where, for the first time, CMC would actually be awarding high school diplomas to adult students in the Morongo Basin region. However, this change did not negatively affect the relationship between CMC and MUSD; in many respects, the relationship around adult education deepened. Even though outside the scope of this grant, MUSD now releases under-age students who are parenting minors, pregnant minors, and emancipated youth. Many of these students, however, become adults while in the CMC adult program and either receive their Adult High School diploma from us or pass the Official GED test which CMC also helps by offering GED Preparation classes. Furthermore, the CMC faculty member who is responsible for our High School Completion Program is in regular contact with the point-person at MUSD who releases students into the adult program at CMC. Although the Coordinator of all CMC Adult Education Programs conducts weekly orientations for new students throughout each semester, each year in May or June, a member of the CMC Adult Education faculty conducts an orientation at the local continuation school, Black Rock High School, for those students who will not be able to complete their requirements through MUSD and plan to enroll in the Adult Education Program at CMC. This provides a seamless transition to the adult education courses offered at CMC.

With the exception of Morongo Basin Coalition for Adult Literacy (MBCAL, our only partner in our Consortium), there are no other providers of adult education in the Morongo Basin except for the Copper Mountain College (CMC) Student Success Center. Although our only K-12 member in the Consortium, Morongo Unified School District (MUSD), once provided adult education, they no longer do, and they look to CMC to provide that need in the community while their emphasis is on elementary, middle, and high school education.

For nine years, CMC has hosted an annual High School Counselors' Conference that is attended by counselors, faculty, and administrators from our three local high schools: Twentynine Palms High School, Yucca Valley High School, and the local continuation school, Black Rock High School. At the ½-day conference, attendees are provided with matriculation information, such as admissions process and assessment information, as well as information about special programs (such as EOPS and the ACCESS program, the name for CMC's DSPS) and financial aid. (See Appendix A.) One result of the Counselors' Conference has been the birth of a new CMC program that serves MUSD students: the RISE program (an acronym for Retaining and Investing in Student Education). With the RISE program, a CMC academic counselor visits each of the three public high schools as well as the largest private high school in the region to provide an orientation to college and the matriculation process at CMC. As a result of these students' participation, they receive a higher priority when registering for CMC college classes for the first time, being able to register at the same time as CMC's continuing students. (See Appendix B.) In addition, the CMC Financial Aid Director visits each of the local high schools for a "College Night" where he addresses the parents of CMC's prospective students to discuss the financial aid process and financial assistance opportunities.

Near the end of each fall and spring semester, CMC also hosts a two-day "Career Academies" for the local high school students. (See Appendix C.) During each semester, CMC provides an introduction to a vocational field as well as to spur interest and excitement for the college experience. In addition, CMC and MUSD have recently collaborated on articulation agreements and Credit-by-Exam for Accounting; Spanish I-IV; and Digital Photography. (See Appendix D.) This provides students with the ability to receive college credit for knowledge gained from their high school curriculum.

Partnerships

List any identified partners and describe how these relationships may inform the planning process going forward.

In addition to CMC's longstanding relationship with MUSD (the only other member of this grant), CMC's Student Success Center also maintains an ongoing relationship with Morongo Basin Coalition for Adult Literacy (MBCAL, the only partner on this grant) as they train and provide volunteer tutors for our adult students enrolled in the ESL, GED, and HSC programs. One or more MBCAL tutors attend and assist with tutoring during the ESL class sessions as well as one-on-one instruction outside of class. In addition, our ESL instructor, Ms. Antoaneta Bonev, serves as a member of

MBCAL's Board of Directors, and the Board holds its monthly meetings in our ESL classroom.

Both CMC's SSC Adult Education Program Coordinator, Dr. David W. Norton, and the ESL instructor, Ms. Antoaneta Bonev, are members of the Basinwide Foundation, a nonprofit "umbrella group" representing the various non-profit organizations and their employees in the Morongo Basin. Their monthly meetings/breakfasts are an opportunity to network with the other nonprofits in the area, and each month, a different non-profit has the opportunity to showcase its work and the importance to the community.

In addition, the SSC's adult education programs have strong relationships with the TAY Center (Transitional Age Youth Center), a drop-in center for young adults between the ages of 16 and 25; Family Service Association, which provides job search resources; Unity Home, a transitional living agency for women who are victims of domestic violence and their children; Drug Court, a local drug and alcohol recovery program affiliated with our local court system; Morongo Valley Behavioral Health Services; and Pacific Clinics Behavioral Health Services.

The SSC also maintains close alliances with the Marine Base located in Twentynine Palms. The Marine Base serves as a satellite campus for CMC where we have dedicated classrooms and a CMC office in the Base Education building with a Coordinator/Counselor and a support staff of one full-time and one part-time workers. In addition, besides the daily ESL offerings at the main campus in Joshua Tree, CMC also offers ESL classes in a smart classroom in the Base Education building.

Both CMC and MUSD are highly respected and well-integrated throughout the Morongo Basin communities, businesses, and school environments. CMC and MUSD will continue to promote positive and effective relationships between the faculty, students and staff members of each institutional district, as well as between the CMC/MUSD Consortium and area residents, schools, government, and community organizations.

Shared Leadership Strategies

Describe the shared leadership strategies that may be used during the planning project. Examples may include meetings, MOUs, co-chairs, decision-making processes (including resource allocation), advisory groups, and consortia member and partner agreements.

Copper Mountain College (CMC) has been and will continue to work closely with the Morongo Unified School District (MUSD) to identify individuals who would benefit from one or more of CMC's adult education programs. As has been the case in the past, MUSD refers their students to CMC's Student Success Center (SSC) once the student becomes eighteen, and it is evident that the student will not be able to complete his/her requirements for a high school diploma from MUSD. Usually, this is the student who is a senior, and often the student has been attending the MUSD continuation school, Black Rock High School (BRHS). The administrators, teachers, and counselor at BRHS are very familiar with the CMC High School Completion (HSC) program located in the Student Success Center, and the CMC Coordinator responsible for the HSC program has a cordial and collegial relationship with the BRHS management and faculty.

CMC's SSC (that is, the adult education programs at CMC) and the Morongo Basin Coalition for Adult Literacy have signed a Memorandum of Understanding that establishes and maintains their ongoing relationship. (See Appendix E for the most recent MOU.)

A principal tenet of our Consortium has been to provide opportunities for members of all our constituencies to voice ideas, concerns, and goals they'd like to see implemented to foster adult education in our region and improve student outcomes around education and employment. With this in mind, one of the first tasks for the Co-Directors of our Consortium was to create an Advisory Board. To ensure there is a strong and consistent link among the projects, its services, and the surrounding communities, the Consortium identified key community stakeholders and invited these individuals to be part of this newly-formed Advisory group. Representatives were selected from the following entities: the district offices, MBCAL staff at the three local high schools, parents, members of nonprofit organizations in the region, the CMC Dean of Instruction, MUSD Superintendent of Instructional Services, the MUSD Director of Secondary Curriculum, current and/or former students, and other pertinent members of the community.

Members of our constituency groups throughout the region have participated in ongoing meetings and has served as one means of disseminating our information to the communities served by these nonprofit groups in the Morongo Basin region.

The Planning grant's Director and Co-Director have been in regular contact with each other, including face-to-face meetings to address any issues or concerns that may arise. In addition to the regular Advisory Board meetings, other means of communicating with our constituency groups have been through regular emails, the creation of a Facebook page, attendance at community meetings such as the monthly Basinwide Foundation meeting (discussed in the earlier section), and the usage of other social media platforms in addition to Facebook.

Description of the Planning Process—Project Planning Roles & Responsibilities

Identify the co-chairs, project directors, and/or the person(s) responsible for oversight of the project, and describe the roles and responsibilities they will assume, including the timely submission of required reports.

Identify other staffing that are identified as necessary for planning.

David W. Norton, Ph.D. serves as the AB 86 Morongo Basin Project Director and manages the day-to-day operations of the grant. Heidi Burgett, M.A. from MUSD serves as Co-Project Director of the grant. In his role at the college, Dr. Norton serves as the CMC Coordinator for Developmental Education and is responsible for all noncredit adult programs at CMC's Student Success Center, including the High School Completion Program for adults, the GED Preparation Program, the English as a Second Language (ESL) Program, the Military Academic Skills Program (MASP), and a Refresher Program for adult students preparing for a required test for entrance to college (such as the Accuplacer) or entrance to a program such as nursing (for example, the TEAS, Test of Essential Academic Skills) or entrance into a branch of the military (for example, the ASVAB required of all military enrollees). Ms. Burgett, M.A. serves as the Program Manager of MUSD's SELPA (Special Education Local Plan Area). She holds the Clear Ryan Multiple Subjects credential, a Learning Specialists Credential, an English Learner Authorization Certificate, an Administrative Credential as well as a Master's Degree in Special Education and a Master's Degree in Curriculum and Instruction. In addition, Ms. Burgett has also written a partnership grant with the California Department of Rehabilitation to provide education, vocational training, and job coaching strategies for disabled youth and young adults, assisting students, including those enrolled at CMC, to become gainfully employed. Dr. Norton and Ms. Burgett will maintain principal oversight of the planning grant's activities.

Other key people and organizations who will be participating in all phases of the planning grant include the following:

➢ Professor Antoaneta Bonev, M.A. serves as the only ESL faculty member at CMC.
➢ Mr. Jacob Kevari, M.A. serves as the CMC Research and Planning Specialist.
➢ Ms. Michelle Huber, our recently hired Grants Technician.
➢ The Morongo Basin Coalition for Adult Literacy (MBCAL) will be integrally involved in all stages of the planning process.

Because CMC and MUSD have agreed that CMC is taking responsibility for the collection and dissemination of data (see the "Communication" section for further elaboration), it was agreed that Dr. Norton will assume responsibility of timely

submission of required reports while Ms. Meredith Plummer, as Chief Business Officer, will see that her office submits all fiscal reports.

Description of Teacher and Faculty Involvement

CMCCD and MUSD collaborated on AB 86 at the inception of the grant process. The then-Superintendent/President of CMC and the AB 86 Project Director met with the then-VP of Instruction (now Interim Superintendent of MUSD) and Director of Secondary Instruction of MUSD to discuss how we would proceed with meeting the objectives of AB 86. The AB 86 Project Director is a full-time faculty member at CMC, and the one ESL instructor at the college has likewise been involved in the process since the beginning. Additionally, faculty who teach Basic Skills classes and faculty who serve on the Basic Skills Initiative Committee were invited to be part of the Community Advisory Board: Kylee Muchenje (BSI Coordinator and Reading faculty), Lisa Cutler (Reading faculty), Ellen Baird (English faculty), Michel Walker (English faculty), Rob Wanless (English faculty), Heidi Pieper (English faculty), Carolyn Hopkins (Librarian), Tony Thacker (Math faculty), John Holly (Math faculty), Chloette Samsam (Math faculty), Andrea Armstrong (Counselor), Gregg Chesterman (Counselor), Joseph DeSantis (Communications faculty and CMC Academic Senate President), Melynie Schiel (Economics and Business faculty), Dr. Marla Gallagher (Child Development faculty), Jeff Drozd (Computer Information Systems faculty and Internship Coordinator), Zachary Ginder (Base Coordinator and Counselor), Laura Nankervis (Coordinator for ACCESS, EOP&S, and CalWorks), Lori Cosgriff (MUSD), and all our current noncredit faculty: Antoaneta Bonev (ESL), Dr. Laura O'Brien (SSC and Biology), Dr. Djemoui Bouzidi (SSC and Physics), Heidi Burgett (SSC and Special Education discipline). This is a total of twenty-three instructors who were invited to be part of the Morongo Basin AB 86 Adult Education planning process. As CMC itself only has forty full-time faculty (and approximately the same number of part-time faculty), the invitation to faculty was quite extensive.

Communication Plan

Explain how the planning process will be communicated to districts, adult education providers, and other organizations in the region.

Describe strategies that might be used for outreach to regional stakeholders.

While CMC has always been an integral component of the Morongo Basin region, we still struggle with community awareness of the adult education programs we

offer and with our ability to outreach and market our programs to the communities within the region. CMC's Student Success Center provides five central adult programs to members of the Morongo Basin Community: the Adult High School Program, the GED Preparation Program, the English as a Second Language (ESL) Program, the Military Academic Skills Program (MASP), and a Refresher Program for students preparing for admission examinations. We look upon this grant opportunity as a means of promoting an *adult education community* made-up of members from the various geographic communities of the Morongo Basin as well as local constituencies concerned with adult education.

Communication and the planning process will be crucial for our Consortium's success, and Jacob Kevari, the Research and Planning Specialist at Copper Mountain College, serves an integral role in fulfilling these duties. Mr. Kevari has been involved in all stages of the planning process and has generated reports pertaining to the Consortium's research agenda by collecting data, reviewing data, and reporting data. Further, Mr. Kevari has produced institutional research and reports. An active role for Mr. Kevari has been to assist with achieving the seven objectives as outlined by the grant. One of the major roles has been data collection and analysis of the data from the collaborative effort between Morongo Unified School District and Copper Mountain College. Along with the Director and Co-Director of the grant project, they will report not only to the various staff at both CMC and MUSD but also to the community stakeholders, many of whom will be represented on the Advisory Committee. However, the project's Director and Co-Director will also report out to the community in other venues as well, including the monthly Basinwide Foundation, PSAs on our local radio, and other local groups such as the CMC Foundation Board meetings, the three local Rotary Club meetings, other pertinent constituencies, social media platforms such as Facebook, and marketing of the adult education programs offered by CMC's Student Success Center.

One of the main objectives for Mr. Kevari's research has been to develop metrics to help allocate resources in the collaboration. The metrics developed could be used in future programs to help distinguish parts of the region that need assistance the most. Further, these metrics could be used over the years to help clarify patterns faced by the region and make improvements to all institutions involved. The decision-making process will be made clearer by having data and metrics that help drive the Consortium's decision-making. These metrics will be used in a similar fashion as persistence and success rates are used by the institution as outlined in the Student Score Card. The region will be able to set standards and improve the current status of the region. Mr. Kevari can further help with developing plans to accelerate student progress by analyzing the data and reviewing literature to find strategies that will assist with student

progress. Finally, in Mr. Kevari's role as researcher, he will assist in analyzing the current status in the region and identify gaps that need to be addressed.

Demographic Profile for the Morongo Basin AB 86 Region

When comparing the racial and ethnic demographic figures of the greater Morongo Basin with the student body population of Copper Mountain College, particularly the Adult Education demographics, some very interesting differences emerge. According to Census figures, White alone and non-Hispanic is overwhelmingly the majority race of the Morongo Basin; over 72% of the region identifies as White, almost 17% are Hispanic or Latino (of any race), 3.47% identify as Black alone, 2.71% as two or more races, 3% as Asian, and 0.41% as American Indian or Alaskan Native. When comparing the racial and ethnic demographics of the Morongo Basin region with that of the CMC student population, the differences are quite interesting. At the college, the White student population is still the majority but much less than the region as a whole whereas the populations of each racial/ethnic minority are higher than in the region as a whole. The student population is 52% White (versus 72% of the region), 26% Hispanic or Latino (versus 17% of the region), 5.69% Black or African American (versus 3.47% of the region), 5.35% two or more races (versus 2.71% of the region), 3.57% Asian (versus a slightly less 3% of the region), and 1.31% American Indian or Alaskan Native (versus 0.41% of the region). The table below illustrates these comparisons showing a more diverse student body than the region as a whole.

Racial/Ethnic Identity	Morongo Basin Region	CMC Student Body
White alone, Non-Hispanic/Latino	72%	52%
Hispanic/ Latino	17%	26%
Black alone/ African American alone	3.47%	5.69%
Two or more Races	2.71%	5.35%
Asian	3%	3.57%
American Indian or Alaskan Native	0.41%	1.31%

When comparing the sex of the Morongo Basin region residents with that of the student body population at Copper Mountain College, the difference isn't so striking, as we mirror much of the other community colleges in the state: our female students significantly out-number our male students. Whereas our MB regional demographics are 53.45% male to 46.55% female, our female student body numbers 57.54% female, 41.42% male, and slightly over 1% with no answer.

In terms of age, the vast majority of our student body is in the 21-25 age range (37%) with the 26-30 group second (16.29%), and the 31-40 group third (15.48%). These three age ranges account for over 2/3rds of our student body population whereas the recent high school graduates or recent drop-outs account for less than 17% of our total student body population.

When looking more specifically at our Adult Education population, the same comparisons in the paragraphs above generally hold true. For example, among our Elementary and Basic Skills demographics, women outnumber men, but less so than with the student body as a whole (50% women and 48% men, with 2% no answer). However, among the courses for immigrants, gender difference is significant (almost 79% women and only 17% men and 4% no answer). The population for this group also skews slightly older—45% in the 31-50 range but when adding the fifty-year-old group, the percentage is about 2/3rds of the total ESL student body are in the 31-60 age range. In terms of race, not surprisingly, over 56% are Hispanic/Latino and over 18% are Asian.

Gender Demographics Comparison			
	Women	Men	No Answer
Morongo Basin demographics	46.55%	53.45%	N/A
CMC student population as a whole	57.54%	41.42%	1.04%
High School Completion and GED-Preparation students	50%	48%	2%
ESL student population	Almost 79%	17%	4%

Other pertinent data that will be addressed later in this application:

- ➢ 25% of California high school students drop out without a diploma;

- ➢ in our local area, only 17% take the SAT, and this compares to a County average of 30% and a State average of 39%;

- ➢ 20% of adults in San Bernardino County lack Basic Prose Literacy Skills;

- ➢ the unemployment rate for San Bernardino County is consistently higher than the rate for the State, and the unemployment rate for the Morongo Basin is consistently higher than the rate for San Bernardino County; and

- ➢ of all new students to CMC 70.7% of the students receiving grades took some remedial class in their first year at CMC.

- ➢ 83% of CMC students enrolled in credit courses receive financial aid.

OBJECTIVE 1: CURRENT PROGRAMS AND SERVICES

OBJECTIVE 1: An evaluation *of current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Program Area 1: Adult Basic Education: Elementary (grades 1-8) and Secondary Basic Skills (grades 9-12) including classes required for a high school diploma or high school equivalency certificate.

Current adult education offerings within the Morongo Basin region include the following:

CMC CREDIT TRANSFER-LEVEL: Copper Mountain College (CMC) offers college-level credit courses at its main campus in Joshua Tree as well as its satellite campus on the Marine Base in Twentynine Palms (MCAGCC).

CMC CREDIT CTE Programs: The college offers the following certificates.

Eight Certificates of Proficiency:

- o Business – Bookkeeping and Office Assistant Certificates;
- o Computer Information Systems – Graphic Design Technology, Photoshop with Animation, and Web Design Certificates;
- o Health Sciences – Nursing Assistant, Emergency Medical Technician, and Home Health Aid Certificates.

Eleven Certificates of Achievement:

- o Business – Accounting Certificate;
- o Child Development – Associate Teacher, Teacher, and Master Teacher Certificates;
- o Computer Information Systems Certificate;
- o Computer Science – Computer Programming Certificate;
- o Culinary Arts Certificate;
- o Fire Technology Certificate;
- o Health Sciences – Vocational Nursing Certificate;
- o IGETC Certificate; and
- o California State University General Education Certificate.

CMC NONCREDIT: Copper Mountain College's Student Success Center (SSC), located on the Joshua Tree campus, offers noncredit courses for its Adult High School Completion Program, and Refresher/Test Prep. programs as well as noncredit ESL courses (which are discussed below. Another noncredit program offered by the college is housed at the MCAGCC satellite campus—the Military Academic Skills Program (MASP), primarily taken by military personnel and their dependents. The college does not offer any certificates in the noncredit program.

MUSD NONCREDIT: Morongo Unified School District only offers one program to adults in the region, a Dental Assistant program in its Regional Occupational Program (ROP); this is the only Adult Education program offered at MUSD who primarily serves elementary through high school age students and relies on CMC for the majority of the adult education offerings in the region.

CMC ENHANCED NONCREDIT: CMC's only enhanced noncredit program is composed of the courses taken by students in our GED Preparation Program. However, we plan to increase our enhanced noncredit offerings if AB 86 continues to fund future implementation and ongoing fiscal support.

WORKFORCE INVESTMENT ACT, TITLE II (AEFLA): CMC has never had WIA, Title II funds until this year when our initial application for WIA funding was approved. Our grant term began July 01, 2014, and we begin, for the very first time, CASAS testing Fall 2014 semester.

OTHER NONCREDIT: The Morongo Basin Coalition for Adult Literacy (MBCAL) is a local nonprofit agency that provides voluntary tutoring to adults in the region. MBCAL provides these voluntary services to English speakers who are illiterate or have limited literacy skills as well as to speakers for whom English is not their first language. MBCAL is a non-profit organization begun by community members over twenty years ago.   It relies on donations and its annual Spell-a-thon where a variety of local agencies

collect donations, and then three members of those agencies compete in the Spell-a-thon which is sponsored by the Twentynine Palms Kiwanis and the corporate sponsor, Burrtech. CMC sponsors a team every year which includes three faculty members, including the Coordinator for Developmental Education, the person responsible for the noncredit, Adult Education programs at CMC.

As indicated in the "History" section above, the college and Morongo Unified School District (MUSD) have historically partnered in offering high school courses to adults in the community, with a diploma issued by MUSD, until 2010 when, after receiving approval of our application to the Chancellor's office, the college began offering its own Adult High School Diploma Program. This, combined with the loss of our ability to offer the Official GED Test on campus, has resulted in a marked increase in graduates of the High School Program. Although we continue to offer preparation courses in the GED, students must travel either to Palm Desert or Beaumont, each approximately 100 miles round-trip, to take the GED test which is usually given over a three-day period. In addition, the new direction of the HSC program has allowed these students to matriculate more smoothly to credit courses at the college. In addition, students enrolled in the HSC program can have college courses count toward their high school completion program. Usually, our HSC students must take remedial courses in English, math, and reading before being allowed to enroll in transfer-level courses. Students who take these remedial courses can count them toward their diploma and, in an ideal situation, will receive their diploma and be done with their remedial coursework at the same time. If these students complete their remedial coursework as part of their high school program, they are then able to enroll in full-time, transfer-level coursework at CMC or another institution of higher learning.

Although our Adult High School Diploma Program has grown, but possibly at the expense of our GED Preparation Program, we anticipate that if we are to become an Official GED Testing Site, our GED Prep enrollment will increase (but hopefully not at the expense of our HS program). Furthermore, because we are not a testing site, our students travel to another location to take the test; often, students will take the test but not tell us, and we likewise do not find-out their results. For this reason, we believe that our current numbers for GED completers is much less than the reality. Becoming an Official GED Testing Site will inevitably increase the number of students receiving their GED Certificate, and it will also mean that we have more accurate data on the GED completion rate rather than, as we now must, rely on students to inform us that they have taken the test and what their results were. This is further reason to ensure that we become an Official GED Testing Site.

Having our own Adult High School program has meant that we're seeing an increase in students who either simultaneously enroll in college courses and the high school program or receive their HS diploma and then enter college. During the past

one-year period of time we looked at for this report, we had 50 GED and Adult HS students enroll in college classes for the first time; the number itself may not seem very large, but this represents over 10% of our noncredit students simultaneously pursuing college coursework and does not include students who graduate and then enroll in college. In addition, our ESL students are also transitioning to college-level classes. During the same most-recent one-year time period, ½ of our ESL Intermediate-High level students enrolled in college courses for the first time, and an additional five ESL students began simultaneously pursuing their high school diploma—again, not a large number but it does represent 5% of our ESL students.

During this same one-year period, we saw 48% of our high school graduates continue their education at CMC, taking credit-level courses; 12% went to another post-secondary school; 28% went to work; and 12% joined a branch of the military.

GradPoint, our online software program with the HS core courses, is fully aligned with both the Common Core State Standards (CCSS). When it is fully implemented, this should provide the instructional assistant and SSC faculty with more opportunities to work one-on-one with more students; additionally, the Coordinator will create and incorporate critical thinking, writing, and reading assignments as well as research projects within the English, social science, and natural science core curricula. Part of our planning process is to write new or revise the Course Outlines of Record with new Student Learning Outcomes (SLOs) that align with the new CCSS for all high school courses. The new GradPoint curricula also necessitates the creation of eight new English courses (each with its own new COR) that align with the eight semesters of high school English (grades nine through twelve). The SSC adoption of GradPoint virtual curriculum appeals to visual, kinesthetic, and auditory learners while also meeting CCSS and California standards. Because of the socioeconomics of our community, some would benefit from being able to access the GradPoint curricula at home, but due to line-of-sight requirements, that is not feasible at this time.

Program Area 2: Classes for Immigrants: Citizenship, ESL, and Workforce Preparation in Basic Skills.

Copper Mountain College offers three levels of English as a Second Language (ESL) classes, all of which are part of our noncredit program: Beginning, Intermediate, and Advanced ESL. The college does not offer credit-based ESL courses, but with continued AB 86 funding, we will explore the ability to offer credit-based ESL courses that will lead to transfer-level English courses. However, with only one part-time ESL instructor who is limited to fifteen hours of instruction each week, we are only able to offer the Beginning and Intermediate classes during the day (Monday, Wednesday, and Friday mornings) and at night (Tuesday and Thursday nights) on our main campus. In addition, we offer a Beginning and Intermediate class at our satellite campus (the local

Marine Base), but these are only 1 ¼ hour each week for each level. Within each class, the   ESL instructor must address multiple levels; for example, Levels 0, 1, and 2 might be enrolled in the Beginning ESL course while Levels 2, 3, and 4 are attending the Intermediate ESL course. While our ESL instructor will sometimes address citizenship in our ESL courses, we do not have any courses dedicated to citizenship, but with continued AB 86 funding, we will explore the viability of adding Citizenship courses to our ESL curriculum. Also, we do not offer any Workforce Preparation in Basic Skills for our ESL students. However, as part of our planning process, we see the need for both Citizenship classes as well as short-term, workforce training for residents of our region, and we hope to be able to implement programs addressing these deficiencies, particularly for our ESL students, something discussed later in this report. We are fortunate, however, to have a strong relationship with the Morongo Basin Coalition for Adult Literacy (MBCAL), who sends their volunteer tutors to our ESL classes. Usually, we have one or two MBCAL tutors who work with our ESL students both during and outside of class, helping our ESL students improve their reading, writing, listening, and pronunciation skills.

Our ESL instructor engages in ongoing assessment throughout the semester, and at the end of the semester, she assesses students in their reading, speaking, and listening skills in order to determine if they are ready for the next level of ESL instruction.

Program Area 3: Short-Term Career Technical Education Programs

Copper Mountain College offers short-term, health care-related CTE programs for the following: a Nursing Assistant program completed in less than a semester that can lead to CNA certification, a Home Health Aid program completed in less than a semester, and an Emergency Medical Technician (EMT) completed in one semester or less. However, each of these as well as the other certificate programs named above are offered on the credit side of the college. Our consortium members and partner do not offer any noncredit short-term certificate programs.

Morongo Unified School District primarily serves as the only K-12 school district in our region and currently only offers one program for adult students: a Dental Assistant program as part of its Regional Occupational Program (ROP).

We certainly recognize how limited we are with our current short-term, CTE program offerings, but those are deficiencies we hope to address by implementing programs that meet the needs of emerging industries in our region.

Program Area 4: Programs for Adults with Disabilities

CMC offers programs and services to disabled students in both credit and noncredit programs is named the ACCESS Program. The ACCESS coordinator, a faculty position, offers a "Strategies for College Success" course to ACCESS students each fall and spring semesters.

Program Area 5: Programs for Apprenticeships

There are not any programs for apprenticeships in our geographical area.

NOTE: Please see the footnote to Table 1.1A, Table 1.2, and Table 2.

OBJECTIVE 2: CURRENT NEEDS

OBJECTIVE #2: An evaluation of current needs for adult education programs within the consortium's region.

Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx).The plan narrative should provide an overview of the consortium's region including:

● Analysis/description of local regional economy

● Additional analysis utilizing other data

Analysis and Description of the Local Regional Economy: Morongo Basin

According to the U.S. Census Bureau, 2008-2012 American Community Survey 5-year estimates, the poverty levels for Twentynine Palms, Morongo Valley, Joshua Tree, and Yucca Valley are 14.4%, 25.3%, 21.8%, and 17%, respectively. When compared to San Bernardino County's 17.6% and California's 15.3%, evidence shows San Bernardino County has a higher poverty rate compared to California with Morongo Basin leading the way with higher poverty rates than at the county level. The only community in the Morongo Basin that has a lower poverty rate than the state is Twentynine Palms, an anomaly probably due to the influence of the Marine Corps Air Ground Combat Center (MCAGCC) military base in Twentynine Palms.

According to Census data, the estimated number of children, ages five to seventeen, living in poverty is over 27%. In addition, when examining MUSD students who are eligible to receive free or reduced price on school meals, we can see that our region is much worse off than the State as a whole. As cited on CDE's kidsdata.org, 58% of K-12 student in the State of California qualify for free or reduced price for meals whereas in the Morongo Basin region, the number is 66.8%, an amount that is 15% greater than the State as a whole.

In terms of access to transportation, particularly when it comes to transportation to and from work, Morongo Basin lags behind. For example, according to the American FactFinder, in California as a whole, 73% drive to work (not including carpools) whereas in our Morongo Basin region, the number is significantly less at 63.14%. From the same source, an interesting and potential correlation is that in California as a whole, 2.8% walk to work while in Morongo Basin, 10.44% walk to work. Also from the same source, the data tells us that 6.63% of Morongo Basin households have no vehicle available, and only 37.71% have one vehicle available, which could possibly account for the larger percentage of people walking to work when factoring-in two-income households.

With its limited resources, CMC serves as an economic lifeline to these diverse communities. Each semester, CMC enrolls approximately 1600 students in credit classes and approximately 600 students in its noncredit programs. The poverty of the area is also reflected in the college's student body as 83% of credit students receive some form of financial aid for college. With noncredit courses offered to students at no cost, many in the area benefit from our services, but many don't know about our programs, and with the numbers above, it behooves us to develop and implement short-term career technical opportunities that will lead to increased employment in our region, and while developing them and throughout their implementation, we must market our current and planned programs to the communities within the Morongo Basin region.

The unemployment rate for San Bernardino County, and more specifically the Morongo Basin (MB), has consistently been higher than the state average. According to the 2006-10 American Community Survey, the MB unemployment rate is 12.2%. With such a large unemployment rate, the usual theory is that it would bring more students to college after high school. While CMC did see its enrollment increase during the worst part of the recession, our data shows that many high school students in our area do not even consider college an option. Statewide, the number of high school seniors taking the SAT in 2011-12 was 39.31%. However, in San Bernardino County, that figure drops to 30.52%, but in our local MUSD, the figure is a staggeringly miniscule 17.29%. Of those who do not attend college, few are career-ready. Of equal concern are the large numbers who lack the basic skills needed for any one of the minimum wage jobs in our area, much less a lucrative career. According to the National Center

for Education Statistics, San Bernardino County has an estimated 20% of adults lacking Basic Prose Literacy Skills. As adults look to be trained, Copper Mountain College's Student Success Center can provide access to literacy, adult basic education, GED, and continued education through CMC.

As with all other Adult Education programs, recruitment and retention, particularly the latter, pose difficulties for our poorly-funded noncredit programs. We have not had the funds to market our programs to the communities we serve, and the increase in our students across all noncredit programs is due mostly to word-of-mouth. Marketing of our programs will inevitably further increase our numbers as many in our communities do not know about the noncredit services we offer. Although the goal of AB 86 is planning, thereby preventing any marketing of programs, one goal of our WIA, Title II application that was recently funded is to market our current programs—GED, HSC, ESL, and ABE—and if in future years we're able to expand our offerings, market those programs as well. With continued AB 86 funding, marketing will be an essential component for the success of the noncredit, short-term programs we are proposing for implementation in the prospective AB 86 Years Two and Three funding.

Program Area 1: Adult Basic Education: Elementary (grades 1-8) and Secondary Basic Skills (grades 9-12) including classes required for a high school diploma or high school equivalency certificate.

Having received permission from the Chancellor's Office in 2010 to offer its own Adult High School Completion Program, the college has seen the number of students grow along with the increase in diplomas awarded. However, we anticipate the need for expansion of our HS program, especially as we hope to market the program more effectively. To date, there hasn't been any marketing of our adult education programs offered by the college, but with that increased awareness, we expect an increase in students.

Historically, approximately 25% of California high school students do not receive their diploma, but the data for 2012-2013 shows an improvement in these numbers. According to CDE's Dataquest, the Statewide graduation rate is 80%, and our local MUSD is even better than the state average at over 85%. However, when looking at graduates who have taken the UC/CSU required courses, the percentages are disappointing. According to CDE's Dataquest, the Statewide average is 39% while our local MUSD percentage is a dismal 18.4%. When the graduates with UC/CSU required courses are examined according to race/ethnicity, the Hispanic, White, and Two or more Race categories are particularly alarming, especially when comparing MUSD numbers with the State numbers. Of MUSD graduates, the rate for Hispanics not meeting this standard is 18.4% (compared to the State Hispanic average of 29.10%); the rate for While students is 24.2% (compared to the State White average of 47.1%),

and for Two or more races, the MUSD rate is 26.1% (compared to the State Two or more races of 46.8%). This suggests that we will continue to see a large number of entering freshmen who will need remedial courses and are not prepared for college-level coursework. This further exemplifies the need for Basic Skills support—including instructors, support staff, tutors, and more specialized support for retention purposes. Two approaches that, according to research, have proven successful are Summer Bridge programs for first-time students as well as First-Year Experience programs.

This further exemplifies the need of not only a one-stop GED program (preparation to completion and receipt of the GED Certificate) but also the demand for our Adult HSC program which began in 2010 after the college received approval from the Chancellor's Office. Last year, due to the advent of the Common Core State Standards (CCSS), the college purchased the Pearson GradPoint learning platform which is aligned with CCSS. However, some students, especially our older ones, prefer to use a textbook, and the purchase of three to ten textbooks aligned with the state standards for each of our high school classes is a significant goal in this planning process.

We have also discussed the possibility of adding a distance education component to our HS program, but the problem with this is that due to line-of-sight requirements and California funding formulas, we would not receive any FTEs for adult education courses completed through distance education modalities. Until and unless the State of California revises its funding formulas for Adult Education, we do not foresee this changing.

We also anticipate the need to expand our GED Preparation Program. One significant concern is that we are not an Official GED Testing Site, and this is a strong need for our Consortium's region. Currently, students must travel either to Palm Desert or Beaumont, each approximately 100 miles round-trip, to take the GED test which is usually given over a three-day period. The poverty rates and lack of sufficient transportation makes this economically prohibitive for many in our geographical area—as evidenced in the data above.

Additionally, we do not currently offer our GED Preparation classes at the Marine Base campus, but this could be useful, especially for the dependents of the military, some of whom received an education in a country other than the United States as well as those spouses who were educated in the United States but did not complete their education either with a high school diploma or the GED Certificate.

Several areas of concern, however, that are obstacles to our student success include transportation, child care, and the lack of technology in the home. These are serious gaps that must be addressed in order for students to achieve their goals.

Program Area 2: Classes for Immigrants: Citizenship, ESL, and Workforce Preparation in Basic Skills.

According to data collected from the California Department of Education (DataQuest), there has been a very large increase in ESL at MUSD, our only local school district. In 2000, 73 MUSD students were designated as ESL, but this number more than doubled two years later to 152. However, by 2009, the number of students designated as ESL had increased to 418 and in 2012, the number was 385. Furthermore, the five-fold increase in MUSD ESL students from 2000 to 2012 (73 to 385) will likewise mean an increase in the Adult ESL population of the area, and CMC is the only provider of structured ESL instruction in the MB. CMC is the only provider of free ESL classes in the greater area of Morongo Basin and Coachella Valley, our neighboring community. College of the Desert, which serves Coachella Valley and is not part of our region, requires students to pay for noncredit ESL classes for levels one and two. Currently, CMC has only one part-time ESL instructor and due to budget constraints, we are only able to offer, at most, 3.75 hours of ESL instruction weekly for each level. Furthermore, because of our size, the ESL instructor must teach two levels of ESL instruction in the same class. A goal and part of our planning process is to increase our ESL offerings; provide more supplemental instruction through the SSC with tutoring and software programs; and, when appropriate, dual-enroll ESL students in a contextualized learning program, the HS program, or the GED Preparation program.

ESL Student Enrollment in the local K-12 District (MUSD)			
2000	2002	2009	2012
73 students	152 students	418 students	385 students

As part of our WIA, Title II grant first-time application this year, we indicated several short-term career programs we'd like to explore, develop, and offer to members of our Morongo Basin communities, including our ESL populations, but not necessarily limited to ESL but also including non-ESL students as well who might be pursuing the GED or HS diploma. These are included here, but could also be included in the Program Areas 1 and 3. Utilizing the *Breaking Through* methodology (affiliated with the National Council for Workforce Education), our plan is to develop and implement the following four contextualized learning programs, which best suits the needs of our

service area, thereby linking Pre-GED and GED students with a career pathway: (1) Pre-GED or GED Bridge and Career Exploration, (2) Computer Careers, (3) Health Care Careers, and (4) Business Careers. When we applied for WIA funding, we chose these four programs because of the career interests of our CMC credit-based students. Over 50% of students enrolled in the credit-based programs at CMC choose one of these three broad career paths (589 health career majors, 318 Business career majors, and 168 Computer Information Systems majors). Our first-time WIA, Title II grant period only began one month ago (July 01, 2014), so none of these programs have been implemented; they are in the planning stage, something we will be pursuing over the next year.

Program Area 3: Short-Term Career Technical Education Programs

The Dental Assistant Program offered by MUSD's ROP is the only Adult Education program they offer, and they do not plan to offer any other adult education programs. However, in the dialogue that we've had as a Consortium, MUSD has expressed interest in having CMC develop and implement two short-term Career Technical programs that would benefit MUSD: one for Instructional Assistants and a second for Computer Technicians. MUSD employs approximately 400 part-time instructional assistants, with approximately 100 serving in their Special Education classrooms, which requires an even more specific skill set. Whenever MUSD has an opening for an Instructional Assistant (IA), it receives a number of applicants because many view the 12-18 hour per week position as a "foot-in-the-door" that could lead to full-time employment somewhere in the District. However, their IAs receive little training, and they find they have a significant amount of turnover in this position. Developing a program and curriculum for such a position would greatly benefit our fellow Consortium member, so this is one short-term CTE program we are planning. Another potential CTE program that we discussed was a Computer Technician position. Some teachers in the District are not computer savvy, so there's often a technical problem that arises which requires the teacher to request a classified staff person to resolve: problem with a printer not working; problem with the sound when trying to show an internet clip, problem with a computer, or other such "minor" problems that nevertheless interfere with instruction. Employees who can solve these dilemmas do not need extensive education but could use short-term training that would prepare them for a position that solves these problems in an education environment. This is another short-term CTE program that we are exploring for MUSD as well.

In addition to the *Breaking Through* methodology, we are also researching the Year-Up organization and its curricula. Although it is an organization that focuses on urban youth, many of the challenges that their students must overcome also apply to the youth and young people of our Morongo Basin region.

As part of the preparation for this Comprehensive Report Plan, the research we uncovered indicates that, according to the California Development Department, some of the short-term programs we already offer are included among the fastest growth rate in the area of Riverside-San Bernardino-Ontario, of which our region is a part. Second on the list, with a 53.8% expected increase from 2010-2020 is a career program we already offer, Home Health Aides, while rounding out the top ten are Personal Care Aides with a 38.5% increase from 2010-2020. Although the former has a greater percentage increase than the latter, the projected change in Personal Care Aides account for an estimated 8,770 jobs while the Home Health Aides is a 2,690 job increase. Two potential short-term, health care certificates we are exploring are Medical and Dental Receptionist/Front Office and Medical and Dental Back Office.

Furthermore, because of our location near the Joshua Tree National Park (JTNP), our area has a tremendous number of visitors every year. JTNP has 1.5 million annual visitors while another 500,000-750,000 off-roading enthusiasts visit the area. The City of Yucca Valley receives 50% of its sales tax from visitors to the community. Although not a short-term certificate program, the Culinary Arts program at our college began two years ago, so (a) corollary short-term CTE program(s) might include something in the hospitality field that has a customer service component. Possibly due to our tourism, we also have a substantial retail sector in the area, and according to America FactFinder, the retail industry accounts for 15.77% of the Morongo Basin industries. In addition to this, we have a continual influx of military personnel and their dependents; approximately 25,000 Marines and Navy personnel are stationed at MCAGCC, so based on this, hospitality and retail are two industries we want to explore further as part of our planning process. Because so much of our local industry is dependent upon retail, we are proposing a Customer Service Certificate as well as Computer Skills Certificate within our noncredit area.

Program Area 4: Programs for Adults with Disabilities

At this time, we do not have any plans to expand our programs for adults with disabilities. However, we will continue to work closely with our ACCESS program on the CMC campus. Additionally, we plan to utilize the services of Heidi Burgett, a part-time instructor who works one night each week in CMC's Student Success Center and whose full-time job is the Project Director for Special Education Local Plan Area for our local MUSD. Ms Burgett has the credentials to test students for learning disabilities, and this way, we feel that we will be more effective with making accommodations for our adult students who may or may not have known of a learning disability.

Program Area 5: Programs for Apprenticeships

There are not any programs for apprenticeships in our geographical area.

In the following section are templates for summarizing the past, current and projected enrollment of consortia members and partners in each of the five program areas. Rows may be inserted as needed. Table 2 is for documenting the past, current and projected enrollment in each of the five program areas defined by AB86. This table will be submitted as an Excel file with your regional comprehensive plan report due July 31, 2014.

The Excel files referenced above are located in a separate file attached to the email submitted for the December 31, 2014 due date.

OBJECTIVE 3: SEAMLESS TRANSITIONS

Regional Comprehensive Plan Objective #3: Plans for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.
In responding to this objective, the consortium will document the plans to align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment. Plans should address how the consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.
Plans to facilitate transitions from adult education to college or career should include a description of program alignment and pathways. Plans should also address support services needed to ensure that students have access to educational advising and that they develop educational plans to help them move toward their academic and career goals.
Narrative: Describe the specific plans and strategies the consortium will employ to create the following:
- Educational pathways
- Alignment of:
  - Placement
  - Curriculum
  - Assessments
  - Progress indicators
  - Major outcomes - i.e., awards of high school diplomas, CTE certificates, etc.
- Transition strategies among the consortium participants' systems including:
  - Communication paths among consortium participants and higher education institutions

○ Defined and articulated pathways to postsecondary education or the workforce
○ Embedded access to student services including counseling, guidance, and follow-up

Table 3.1 is a work plan for documenting these strategies and approaches the consortium plans to implement to establish efficient pathways and transitions among consortium participants.

As discussed above in Objective # 2, "an evaluation of current needs for adult education programs within the consortium's region," the adult education or noncredit offerings at Copper Mountain College (CMC) are headquartered in the Student Success Center (SSC) of the college. There are currently five noncredit programs of the college: the Adult High School Completion (AHSC) program, the GED 2014 Preparation program, the English as a Second Language (ESL) program, the Refresher program, and the Military Academic Skills program (MASP). When students first enter our Adult Education program at Copper Mountain College (the one exception being those in the Refresher program), we give them a CASAS diagnostic pre-test that examines their level of reading and math skills which are also aligned with both the Common Core State Standards (CCSS) and the Career and College Readiness standards. The only local K-12 school district in our area and consortium, Morongo Unified School District (MUSD), does not offer any programs in Adult Education and relies on us, the only community college district in the area, to provide all adult education offerings. MUSD offers one ROP course in Radiological Dental Assisting for their high school students, and if space is available, they will offer this course to adults in our area, but only because this is an after-hours program. In the 2011-2012 academic year, MUSD enrolled sixteen adults in this program; in 2012-13, they enrolled eighteen adults, and in 2013-14, the total enrolled was thirteen. This accounts for the only program in which MUSD enrolls adults.

Prior to entering any of our noncredit adult education programs at CMC, students must first register for an Orientation. For the students enrolled in the programs offered at the main campus in Joshua Tree (AHSC, GED Prep., and ESL), orientations are offered two or three times a week as students are allowed to enroll at any time of semester in our open entry/open-exit programs. The Refresher students receive a shortened one-on-one orientation based on their specific focus. For our MASP students, they are required to attend an orientation at the Base satellite campus where they will attend their MASP classes.

The process after orientation depends upon the program in which the student enrolled. For students in the AHSC program, we request transcripts from all previous high schools attended, and the Program Coordinator performs a transcript evaluation,

determining what coursework needs to be completed in order to receive an adult high school diploma from us. At that time, the Program Assistant contacts the student to make an appointment with the Program Coordinator. In this meeting, the Program Coordinator and the student work on an Education Plan together. For the GED student, the Program Assistant calls the student for a meeting with the Program Coordinator once the student has completed all four subject area assessments of the GED 2014 test. This is when the Program Coordinator and GED student work on the Ed. Plan together. These Ed. Plan meetings provide an opportunity for the Coordinator not only to ascertain the student's academic ability level but also to determine what barriers the student may have in completing his or her educational goal as well as any other issues with which the student may have concerns. The students in the Refresher program have a series of diagnostic tests to take, dependent upon their specific needs, and once completed, they have a series of tasks to be completed as determined by those relevant tests. For ESL students, the ESL instructor conducts an assessment test of the student's language abilities upon the student's first day. The student is assessed in reading, grammar, listening and speaking skills, and the ESL instructor determines the student's appropriate ESL placement in levels one through six. As we are a new agency receiving Workforce Investment Act, Title II (WIA, II) funds for the first time beginning July 01, 2014, we provide a CASAS tests for our students (except Refresher students) in their first week of classes.

While these initial intake procedures are necessary, we have recognized that they're not adequate, and if we are to be more successful in our students' persistence while in our adult programs, we need a more thorough intake procedure that will establish practices and procedures that will continue throughout the students' tenure with us in the program and throughout their transition to credit classes after completing their degree or certificate program with us. Various elements that are needed to make our intake procedures more robust and lead to increases in our student success are woven into the discussion below.

As discussed in an earlier objective, Copper Mountain College received approval from the Chancellor's Office in 2010 to offer our own Adult High School Completion (AHSC) Program, and one programmatic outcome for the AHSC program is to transition students into the credit courses and college programs. Students enrolled in the AHSC program can co-enroll in credit courses, and upon successful completion of the credit course with a "C" or higher, the students can receive high school credit for the college units completed. Usually, our students test-into the developmental courses in English, reading, and math, so these are usually the courses they take first. One three-unit credit course taken in one college semester allows them to receive ten high school credits (comparable to one year in a traditional high school). Since "ability to benefit" ended in 2012, students enrolling in college for the first time now do not qualify for

financial aid if they do not have a high school diploma or GED Certificate. However, if they are California residents, they could qualify for a BOG Waiver which will pay for the costs of their classes, but the BOG Waiver does not pay for books or supplies or anything else. Because the costs of textbooks make college coursework so cost-prohibitive for so many students, the Program Coordinator purchased the college textbooks for the developmental courses in English, reading, and math which are kept in our Student Success Center (SSC). Students have access to these when they attend the SSC for their high school program. They are able to read and complete their homework while in the SSC, and if they need tutoring for their college coursework, we provide those services for them as well, in addition to tutoring for any high school coursework. Although the Program Coordinator introduces these options as part of the orientations and discusses them again when working on an Ed. Plan with the students, we propose that a shift to a more active counseling role might lead to more students choosing this option. Currently, after creating the Ed. Plan, students are always welcome to visit the Program Coordinator on a drop-in basis, and many do this. Instead, we propose regular appointments be made with the newly hired Grants Technician or a part-time instructor working in the SSC—in addition to the Program Coordinator—so that all students have regular meeting with the instructional and/or grants staff. Students could then be encouraged, again, to begin the matriculation process so that they are enrolled in college courses the following semester. Additionally, we could begin a book loan program: the SSC would purchase textbooks for those lower level / developmental English, reading, and math courses; students would then be loaned those textbooks and return them at the end of the semester; and then those same books would be loaned to the next cohort of students taking those credit classes the following semester. This, then, would facilitate students' ability to begin their college coursework, especially at the developmental level, earlier, while they are still enrolled in the AHSC program even though they do not qualify for federal financial aid because they do not yet have a high school diploma or the GED Certificate. This, then, serves as one essential tool for the AHSC students' pathways.

Another essential tool for not only the AHSC students but also the GED and ESL students pathways is for us to develop a more active counseling role with our students, adopting a similar model used by our EOPS colleagues and their students—requiring that students attend counseling sessions with our staff (the Program Coordinator, the Grants Technician, a part-time instructor, or the Instructional Assistant, who is pursuing a Master's degree in counseling). Another process that can be implemented is also one adapted from EOPS: for those students enrolled in credit classes, have the student submit an early semester, mid-term, and late-term (before the drop date) progress reports to us, so that we can identify any academic or other needs for each students and address them immediately.

For our GED students, the second most necessary tool for success and a seamless transition is for us to become an Official GED Testing Site. Currently, our students must travel approximately sixty miles each way to the closest testing site, and since the test has four subject areas that have to be taken over more than one day, this is a barrier for many students either because they do not have a car or if they do, the gasoline is cost-prohibitive, especially after paying for the GED exam itself. We hope to become a testing site soon, and for our students in our GED

Preparation program who have attended a certain number of hours, we will reduce the cost they pay to take their exam. The cost of the exam and the reduction for students have not yet been determined.

Now that we have hired the Grants Technician Specialist as part of our AB 86 grant, we have a mechanism in place that will allow us to maintain better contact with our students and encourage them to continue if they've missed an entire week of classes, thereby ensuring they will be successful in the adult education program and, for those who wish to, transition to credit courses or a career pathway.

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Creation of Pathways	Create a more seamless pathway for Student Success Center (SSC) students to matriculate from the High School Completion (HSC) program to credit-based courses leading to a CMC certificate or an AA/AS degree *as part of their HSC program.*	CMCCD SSC Faculty, stipends, and ongoing AB86 support for Year 2 and on.	TBD	CMCCD: SSC Faculty and Staff	Enrollment of students; Completion rates for HSC and GED; College: Completion and Persistence rates; GPA.	Year 1 of Implementation
Creation of Pathways	Create a more seamless pathway for SSC students to matriculate to credit-based courses leading to a CMC certificate or an AA/AS degree *after they receive their GED Certificate.*	CMCCD SSC Faculty, stipends, and ongoing AB86 support for Year 2 and on.	TBD	CMCCD: SSC Faculty and Staff	Enrollment of students; Completion rates for HSC and GED; College: Completion and Persistence rates; GPA.	Year 1 of Implementation
Creation of Pathways	Develop noncredit, short-term, contextualized programs leading to certificates for students who *enter the program having already received a high school diploma or the GED Certificate.* The programs developed are to be based on community needs and emerging sectors.	CMCCD SSC Faculty, stipends, and ongoing AB86 support for Year 2 and on.	TBD	CMCCD: SSC Faculty and Staff	Enrollment of students; Persistence and Completion rates for the Adult Ed. Certificate.	Year 1 of Implementation
Creation of Pathways	Develop *noncredit, short-term, contextualized programs* leading to certificates for students *concurrently working towards their high school diploma or the GED Certificate.* The programs developed are to be based on community needs and emerging sectors.	CMCCD SSC Faculty, stipends, and ongoing AB86 support for Year 2 and on.	TBD	CMCCD: SSC Faculty and Staff	Enrollment of students; Persistence and Completion rates for HSC or GED and the Adult Ed. Certificate.	Year 1 of Implementation
Creation of Pathways	Develop *noncredit, short-term, context-ualized programs* leading to certificates for students *concurrently enrolled in the ESL program (who may also be in the HSC or GED Prep programs)* and based on community needs and emerging sectors.	CMCCD SSC Faculty, stipends, and ongoing AB86 support for Year 2 and on.	TBD	CMCCD: SSC Faculty and Staff	Enrollment of students; Persistence and Completion rates for ESL, HSC or GED; and Adult Ed. Certificate.	Year 1 of Implementation

Creation of Pathways	Investigate new articulation agreements between MUSD and CMCCD, especially between ROP and new short-term, noncredit certificate programs at CMC SSC	Faculty and staff from both MUSD and CMCCD.	TBD	MUSD and CMCCD	ROP, MUSD, CMCCD, and Adult Ed. faculty and staff	Year 1 and 2 of Implementation
Creation of Pathways	Investigate potential Apprenticeship programs based on community needs and emerging sectors; then pilot those new Apprenticeship programs.	CMCCD SSC Faculty, stipends, and ongoing AB86 support for Year 2 and on.	TBD	CMCCD: SSC Faculty and Staff; Dean and Office of Academic Affairs	Enrollment of students; Persistence and Completion rate; survey of employers.	Year 2 of Implementation and ongoing.
Creation of Pathways	Establish CMC as an Official GED Testing Site.	Cameras in the computer center that serves as the testing site; classified staff to register and check-in students.	TBD	Faculty and staff from CMCCD; Dean and Office of Academic Affairs.	TBD	Year 1 of Implementation and ongoing.
Creation of Pathways	Before any of these proposed programs and pathways can be successful, we must market these programs to our communities.	Continued AB 86 funding specifically for marketing.	TBD	AB 86 funding and Superintendent/ President	Enrollment of students; survey of students upon entry.	Year 1 of Implementation and ongoing.

OBJECTIVE 4: ADDRESS GAPS

OBJECTIVE #4: Plans to address the gaps identified pursuant to paragraphs (1) and (2). Describe how the consortium intends to respond to the gaps identified in the region. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts. Plans should identify programming and service gaps including lack of providers, services, access, attainment, and/or performance. Plans should also include strategies to incrementally increase capacity in identified gap areas (e.g., using distance learning to reach adult populations in a consortium's region who are currently underserved). The plan should include sufficient detail including:

• A description of the resources needed to implement the identified strategies.

• Identification of the methods and common metrics needed to track the successful implementation of the plan and measure the amelioration of identified gaps in services/programming.

In addition to the narrative, complete the work plan (Table 4.1) on the next page to summarize the identified gaps/needs, what strategies will be employed to address the identified gaps, the resources needed to carry out those strategies, the costs involved, the consortium participants responsible for implementing the identified strategies, the methods for assessing the progress made toward implementing the identified strategies, and a timeline for accomplishing the various .implementation steps.

Program Area 1: Adult Basic Education: Elementary (grades 1-8) and Secondary Basic Skills (grades 9-12) including classes required for a high school diploma or high school equivalency certificate.

An immediate goal regarding our High School Diploma program is to align our entire curriculum with the Common Core State Standards (CCSS). Two years ago, we purchased site licenses for Pearson Publishers' GradPoint software which provides all the high school core courses aligned with CCSS. Purchased with a three-year contract (which ends in 2015), we plan to continue this or adopt a different publisher's software that contains all the core high school courses aligned with CCSS. In addition, however, we need to purchase several copies of each textbook used for all our core courses as well as elective courses. Some of our students prefer using a textbook instead of the software, so this is a necessary expense in order to ensure student success for all of our students, especially our older adult students. This will require purchasing several copies of our current twenty-four course offerings (including the core and elective courses) as well as six new courses we plan to offer as electives. Also, we will need to purchase a teacher's edition for each course as well as assessment materials and other

instructional materials to support students that may struggle with the course material. In addition to all the materials that need to be purchased, the Course Outline of Record for every course needs to be re-written in light of the new CCSS. We estimate that approximately $ 25K will be needed for textbook and instructional supplies for our HS program with an additional $10K for instructional salaries.

We are exploring the addition of GED Preparation resources at our satellite campus at the Marine Base. We only anticipate $1500.00 in order to facilitate this additional curricula.

In addition, we hope to have a clearly established curriculum for our Adult Basic Education students. As mentioned above, we provide a curriculum for ABE students with our Basic English Grammar, Basic English Composition, Basic Math Skills, and Reading Development courses, but we hope to provide ABE students with a pathway that will lead to a certificate through enhanced funding.

We also expect that in order for us to reach our communities, we will need to budget for marketing of the programs as well. For all programs, we anticipate $15K to market all of our programs, which includes billboards, newspapers, radio, and social media marketing strategies

Program Area 2: Classes for Immigrants: Citizenship, ESL, and Workforce Preparation in Basic Skills.

Currently, we only have three ESL courses for which students may register, but in the future, we plan to revise our entire ESL curriculum. Currently, a student may register for Beginning ESL and successfully complete Level 1 and move to Level 2 the next semester, but that same student would register for Beginning ESL the following semester when he or she is completing the requirements for Level 2 ESL. Our goal is to completely revise the ESL curriculum so that we offer six ESL courses, with each one aligned to a specific level of ESL instruction, Levels 1 through 6. Currently, we do not have the student numbers to support a different class for each level, so it may still be necessary, for the immediate future, to have, for example, Level 1 and Level 2 students in the same class, but with increased marketing of our programs, we hope that our numbers of ESL students will increase. As our data indicates, there are clearly many residents of our communities that would benefit from ESL instruction, but many may not even know of our ESL offerings, especially that they are offered at no cost to the students. In order to accomplish this revision of our curriculum and the additional sections of ESL, we will need to provide compensation to our part-time ESL instructor for the complete revision of all Course Outlines of Record. We anticipate approximately $40K in additional instructional salaries and benefits and an additional $15K in instructional materials.

Program Area 3: Short-Term Career Technical Education Programs

CMC and MUSD have had a strong relationship for years, and it is probably stronger now than ever. As indicated earlier in this report, in our region, MUSD the provider of K-12 instruction and prefers that CMC provide Adult Education instruction. However, also as indicated earlier in this report, CMC and MUSD are working together on this Consortium to create programs that will be beneficial to MUSD as well as the residents of the Morongo Basin.

Program Area 4: Programs for Adults with Disabilities

N/A.

Program Area 5: Programs for Apprenticeships

We do not currently have any programs for apprenticeships. However, within the last two years, we have begun an internship program that links our students pursuing a degree or a certificate with local businesses and agencies in the area.   The college has placed students in industries ranging from one of our local radio stations to hotels to the health care field.

OTHER CONCERNS:

Two areas that apply to all the five programs here include (1) Recruitment and retention strategies and (2) Smart Technology, including hardware, software, and professional development. For the former, we anticipate the hiring of a 30 hour per week Recruitment and Retention Specialist (estimated cost of $50K/year for salary and benefits) while for the latter, we estimate a total cost of $25K, including professional development activities.

Table 4.1: Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Limited ESL offerings (only one part-time ESL instructor limited to fifteen hours of instruction each week.	Hire more part-time ESL instructors to offer more ESL classes, including Citizenship and VESL courses.	Continued AB 86 funding.	TBD	CMCCD: AB 86 Director, HR, Dean and Academic Affairs, Superintendent/ President	TBD	Years 1 and 2 of Implementation
CCSS	50 new Course Outlines of Record must be created or revised; new textbooks and software	Continued AB 86 funding	TBD	Project 86 Director; SSC faculty and staff.	TBD	First year of planning and Year 1 of Implementation; then ongoing.
Limited Faculty and Staff	Hire new part-time faculty for the SSC and ESL (see above)	Continued AB 86 funding.	TBD	CMCCD: AB 86 Director, HR, Dean and Academic Affairs, Superintendent/ President	TBD	Year 1 and 2 of Implementation
Wraparound Student Services	Since the only full-time noncredit faculty also directs all noncredit programs and serves as the point-person for WIA, II, counsels noncredit students, works-out an Ed. Plan for all HS Completion and GED-Prep students, we need additional faculty/staff for student service functions.	Additional Faculty and staff for student service functions.	TBD	CMCCD: AB 86 Director, HR, VP of Academic Affairs and Student Services; Dean and Academic Affairs, Superintendent/ President	TBD	Year 1 of Implementation and ongoing.
Child Care	Provide child care for students while attending classes. Child care often is a barrier to student success.	Additional staff.	TBD	CMCCD: AB 86 Director, HR, VP of Academic Affairs and Student Services; Dean and Academic Affairs, Superintendent/	TBD	Year 1 of Implementation and ongoing.

				President.		
Transportation	Provide vouchers for students to ride the bus to and from school. As with child care, inability to afford transportation, even at the reduced rate of fifty cents per fare is a barrier for many students.	Continued funding of AB 86.	TBD	CMCCD: AB 86 Project Director, SSC faculty and staff.	TBD	Year 1 of Implementation and ongoing.
Technology a. For students at home. b. Noncredit classrooms.	a.Many students are unable to afford a computer, but of those who have one at home, many cannot afford internet access, or they must resort to dial-up. Still others live in an area that does not have internet access. b.Purchase and installation of Smart Board technology in our noncredit classrooms.	AB 86 funding.	For two Smart Boards—hardware and software (one Stationary and one mobile) $30,000	CMCCD: AB 86 Project Director and Director of Information Services.	TBD	Year 1 of Implementation .
Marketing	As mentioned in several places in this report, we must market our programs in order for them to succeed.	Continued funding of AB 86	TBD	CMCCD: Project 86 Director and Superintendent/ President's Office.	TBD	Year 1 of Implementation and ongoing.
Apprenticeship programs	Although we have an internship program for CMC students enrolled in credit classes, we do not have any apprenticeship programs.	Continued funding of AB 86; possible revenue stream from an Apprenticeship grant.	TBD	CMCCD: Project Director, Dean and Academic Affairs, Superintendent/ President's Office.	TBD	Years 1 and 2 of Implementation and ongoing.
Identification of Learning Disabilities	We do not currently have anyone on staff at the college who can administer a learning disability assessment except for one part-time noncredit instructor who	Continued funding of AB 86	TBD	CMCCD: Project Director, Dean of Academic Affairs, VP of Academic Affairs and Student Services.	TBD	Year 1 of implementation and ongoing.

	only works four hours each week in the SSC. Also required is the purchase of the Woodcock Johnson Test of Achievement, Version 4.					

OBJECTIVE 5: STUDENT ACCELERATION

Regional Comprehensive Plan Objective #5: **Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education.**

Research has emerged in recent years identifying practices that reduce the time it takes for adult learners to progress through basic skills and career education pathways. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).

Many examples of these "best practices" are already in place within and among California adult education and community college programs. These "best practices" are not new to faculty; in fact, they have been developed *by* faculty. AB86 expects that the work done by regional consortia will include plans to make use of these strategies within their basic skills and career programs and in joint programming strategies.

In many places in the country, Integrated Basic Skills Training (IBEST) models, which contextualize the development of basic skills with the acquisition of workforce competency, have produced impressive data showing how learning can be accelerated while joining skills development with career readiness certifications. The AB86 website will continue to build links and resources tied to best practices and research done through adult education and community colleges.

Qualitative Narrative: Identify plans to implement and/or improve specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress. Plans should address:

- how the consortium will identify and gather measurable improvement metrics

- how existing best practices and strategies such as those described earlier will be implemented for each of the program areas.

Plans should include a work plan, similar to the one shown in Table 5.1, that summarize the elements of the plan, including:

- specific approach to be employed;

- specific tasks/activities needed to implement the specific approach;

- resources/costs involved in implementing the tasks/activities;

- consortium parties responsible for carrying out each task;

- methods for assessing the success of implementing the approach/strategy; and,

• timeline for completing each task.

In the dialogue that we've had as a Consortium, MUSD has expressed interest in having CMC develop and implement two short-term Career Technical programs that would benefit MUSD: one for Instructional Assistants and a second for Computer Technicians. MUSD employs approximately 400 part-time instructional assistants, with approximately 100 serving in their Special Education classrooms, which requires an even more specific skill set. Whenever MUSD has an opening for an Instructional Assistant (IA), it receives a number of applicants because many view the 12-18 hour per week position as a "foot-in-the-door" that could lead to full-time employment somewhere in the District. However, their Instructional Assistants receive little training, and MUSD finds that they have a significant amount of turnover in this position. Developing a program and curriculum for such a position would greatly benefit our fellow Consortium member, so this is one short-term CTE program we are planning. Another potential CTE program that we discussed was a Computer Technician position. Some teachers in the District are not computer savvy, so there's often a technical problem that arises which requires the teacher to request a classified staff person to resolve: problem with a printer not working; problem with the sound when trying to show an internet clip, problem with a computer, or other such "minor" problems that nevertheless interfere with instruction. MUSD hires Computer Technicians who can solve these dilemmas, but they need short-term training, something which CMC could provide, thereby helping our only K-12 Consortium member by preparing their new or prospective employees to solve these technology problems that occur in an education environment. This is another short-term CTE program that we are exploring for MUSD as well.

In addition to the *Breaking Through* methodology, we are also researching the Year-Up organization and its curricula. Although it is an organization that focuses on urban youth, many of the challenges that their students must overcome also apply to the youth and young people of our Morongo Basin region.

As part of the preparation for this Comprehensive Report Plan, the research we uncovered indicates that, according to the California Development Department, some of the short-term programs we already offer are included among the fastest growth rate in the area of Riverside-San Bernardino-Ontario, of which our region is a part. Second on the list, with a 53.8% increase from 2010-2020 is a career program we already offer, Home Health Aides, while rounding out the top ten are Personal Care Aides with a 38.5% increase from 2010-2020. Although the former has a greater percentage increase than the latter, the projected change in Personal Care Aides account for an estimated 8,770 jobs while the Home Health Aides is a 2,690 job increase. However, two short-term certificates that could be part of a contextualized program are a Medical/ Dental Front Office and a Medical/Dental Back Office programs. According to the same

report, one of the fastest growing fields in our area is Medical Secretaries, which in the same decade is estimated to increase by 31.7%. Other health care-related fields not requiring a significant amount of training but estimating to be a fast growing occupation, according to the same report, are Physical Therapist Aides (31.5% increase), Pharmacy Technicians (28.1% increase), Physical Therapist Assistants (26.9% increase), and Occupational/Physical Therapist Assistants/Aides (also 26.9% increase).

Because of our location near the Joshua Tree National Park (JTNP), our area has a tremendous number of visitors every year. JTNP has 1.5 million annual visitors while another 500,000-750,000 off-roading enthusiasts visit the area. The City of Yucca Valley receives 50% of its sales tax from visitors to the community. Although not a short-term certificate program, the Culinary Arts program at our college began two years ago, so (a) corollary short-term CTE program(s) might include something in the hospitality field that has a customer service component, something also that could be developed on a contextualized model and serve as a third short-term certificate program. Possibly due to our tourism, we also have a substantial retail sector in the area, and according to America FactFinder, the retail industry accounts for 15.77% of the Morongo Basin industries. In addition to this, we have a continual influx of military personnel and their dependents; approximately 25,000 Marines and Navy personnel are stationed at MCAGCC, so based on this, hospitality and retail are two industries we want to explore further as part of our planning process, and we propose this as a fourth short-term certificate program which likewise could be based on a contextualized model.

We have examined the iBEST model used in Washington state, and although its success rate is impressive, we find that in our area, the most logical part of the iBEST model is the part that specifically addresses the low-skilled adults, at least initially, as we develop short-term postsecondary certificate programs that can lead to more immediate employment. Of equal concern are the large numbers of Morongo Basin residents who lack the basic skills needed for any one of the minimum wage jobs in our area, much less a lucrative career. According to the National Center for Education Statistics, San Bernardino County has an estimated 20% of adults lacking Basic Prose Literacy Skills, and as the residents of our area in San Bernardino County are poorer than the county as a whole, we suspect that the percentage is likely higher for the Morongo Basin more specifically. As adults look to be trained, the Student Success Center (SSC), the location of noncredit programs at the college, can provide access to literacy, adult basic education, GED preparation and continued education through CMC. Therefore, part of our comprehensive plan is to provide postsecondary credentials through contextualized learning programs that address the needs of the *low-skilled and under-educated members of the local population*. Our institutional researcher has identified certain "pockets" of our geographical area where the households living below the poverty rate, according to the Census Tract, are even greater than the overall

average and fall within the 17.2 to 26.66% range. In one of those same pockets located in Twentynine Palms, the unemployment rate falls within the 20.5 to 34.4 rate, while in an area of Yucca Valley, the unemployment rate falls with that same range, again according to Census Tracts. One avenue we are exploring is to provide contextualized learning in those areas, and we are exploring how that might occur.

In considering how we might best serve our population and due to the fact that there are so few job opportunities in our area, and of those few opportunities that do exist, the more useful model is a contextualized program very similar to the iBEST model: the Breaking Through model that is affiliated with Jobs for the Future (JFF) and who collaborated with the National Council for Workforce Education, an agency that defines itself as "an organization of community-college-based workforce development leaders." Although comparable to the iBEST model that has been utilized for years in Washington state, the Breaking Through model is more specifically geared to low-skilled adults who can earn short-term postsecondary certificates, thereby aligning with the purposes behind AB 86.

Utilizing the *Breaking Through* methodology, our plan is to offer the following three contextualized learning programs for our non-ESL students, which best suits the needs of our service area, thereby linking Pre-GED and GED students with a career pathway: (1) Pre-GED or GED Bridge and Career Exploration, (2) Pre-GED and GED Health Care Careers, and (3) Business Careers. We chose these three programs because of the career interests of our students. Over 50% of students enrolled in the credit-based programs at CMC choose three broad career paths (589 health career majors, 318 Business career majors, and 168 Computer Information Systems majors). Plus, because of our size, focusing on these broader career fields or clusters (health care and business) as well as the career exploration program enables us to have a more robust cohort for each career cluster, thereby allowing us to fill a course than if we offered a more specific course contextualized for a specific occupation. For students interested in a computer-related career, we have the already identified Computer Technician program we're developing for our Consortium member, but in the future, if we have students for whom a contextualized Computer Career program fulfills that need, we will explore offering it in a contextualized format.

In addition to the contextualized clusters for our GED and adult high school students, we also plan on developing a contextualized course for our ESL students: ESL Bridge and Career Exploration. The Career Exploration cluster that is bridged with either GED or ESL can include a variety of content. For example, it can include students' discovering their aptitudes and interests as well as investigating career options and interviewing professionals in different fields. They could also perform labor market analyses and learn necessary workplace soft skills such as comportment at the workplace, customer service, goal-setting, and the development of successful

interviewing skills. We are not yet sure about the length of time for these contextualized programs, but we anticipate a twelve- to fifteen-hour per week schedule.

Before any of these contextualized programs can be offered in the noncredit program at our college, we must market them so that the communities we serve are aware of what we offer. Many people in the Morongo Basin are not aware of what we currently offer, and marketing of our current programs has been a source of frustration for all of us. For example, we know that based on the data presented above under Objective # 2, Program Area 2, there was an approximately 500% increase in ESL students in the only K-12 district in our area, and while we've seen an increase in ESL students, there hasn't been an increase anywhere close to that experienced by MUSD. Considering this data, there has to be a much larger Adult ESL population that is not being served at our college. We need to advertise our programs and market them to these targeted populations, and that must be factored into our ability to offer the ESL courses we currently have, much less the contextualized ESL offering we are propsing. Once we are able to implement these programs, we will likewise market the contextualized clusters to the communities that will benefit from them. Our lack of marketing, however, may be changing in the near future, but even if that comes to bare, part of our funding and/or budget must be devoted to continually marketing all of our programs, not just those for our ESL populations.

Another concern we have is with our current intake process. What we do not currently do but plan to change is to assess students' goals, interests, learning styles, and other needs as a part of the student intake process. Beginning Spring 2015, we will be implementing a more comprehensive intake procedure. The new Grants Technician will be able to assist in the new intake procedures that will necessitate a greater one-on-one contact with each student. Since Spring 2015 semester will be the first semester we implement this, we will not only utilize these new procedures for new students but also for our returning students so that we can capture this data and consider how we might utilize it in planning decisions regarding adult education in our area. In our current procedures, the Program Coordinator discusses learning disabilities as part of the orientations as well as when meeting with the students for the Ed. Plans. When we have a student who self-identifies as someone with a learning disability, we ask them if they had an IEP and if so, whether they have a copy of it so that we can see their particular disability and make a copy for the Program Coordinator who keeps it in a confidential file only available to the faculty and staff in the Student Success Center. Sometimes, however, the IEP isn't very thorough or if the student doesn't have a copy, the student cannot always convey their disability in such as way that we will know what accomodations the student needs. While we used to have a staff member who regularly performed these learning disability assessments, we no longer have that ability. In the Student Success Center, however, we do have one part-time instructor who works one or two nights each week who is certified to test the student and who is the Program Director for SELPA at the local K-12 district. As part of our planning

process for AB 86, we have identified a strong need to purchase the Woodcock Johnson Test of Achievement, version 4, so that we can better assess the needs of our students as they enroll and thereby identify what we need to do to facilitate the success of those students.

For our ESL students as well as our students enrolled in the AHSC and GED Prep programs, we have also recognized that as we increase our offerings and options in Adult Education, we likewise have identified the need to provide more supplemental instruction through the SSC with one-on-one tutoring, small group instruction, and software programs that facilitate student learning and success; and, when appropriate, dual-enroll ESL students in a contextualized learning program.

As with all other Adult Education programs, recruitment and retention, particularly the latter, pose difficulties for our poorly-funded noncredit programs. We have not had the funds to market our programs to the communities we serve, and the increase in our students across all noncredit programs is due mostly to word-of-mouth. Marketing of our programs will inevitably further increase our numbers as many in our communities do not know about the noncredit services we offer. Additionally, retention is a problem for us as much as it is for other adult education and noncredit programs. One role our newly hired Grants Technician will play is in keeping closer contact with our students and trying to prevent them from "falling between the cracks."

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his / her academic or career goals						
Description of the Approach	**Tasks/Activities Needed to Implement the Approach**	**Resources needed**	**Estimate of the Cost**	**Responsible Member (Specific school district(s) or college(s))**	**Methods of Assessment**	**Timeline**
Develop short-term certificate programs (Adult Ed. noncredit) that provide basic skills curriculum as well as career-specific training. This also requires the creation of new curriculum. Utilize the IBEST model	Research labor market statistics and local needs (see this report for much of this information). Curriculum development. Develop partnerships with local businesses and work sites.	Additional faculty and staff; purchase of textbooks and software; teacher workshops.	TBD	CMCCD: SSC Faculty and Staff	Certificate completion rates; job placements.	Year 1 and possibly Year 2 for the approval process and implementation; and then ongoing.
Increase the number of ESL classes offered and develop Citizenship classes.	Recruit and hire additional part-time ESL faculty. Develop new curriculum and write Course Outlines of Record.	Additional faculty and staff; purchase of textbooks and software; teacher workshops.	TBD	CMCCD: SSC Faculty and Staff	Enrollment of students.	Year 1 and possibly Year 2 for the approval process and implementation; and then ongoing.
Develop an Adult Basic Ed. (ABE) program that provides elementary-level curriculum for pre-GED and for students who plan to pursue the HS diploma or GED Certificate.	Develop curriculum and write Course Outlines of Record for these additional ABE-specific courses.	Purchase of textbooks and software; teacher workshops.	TBD	CMCCD: SSC Faculty and Staff	Enrollment of students; Persistence and Completion rates; Transfer to HS or GED-Prep. programs.	Year 1 and possibly Year 2 for the approval process and implementation; and then ongoing.
Recruit and hire a part-time mental health counselor.	Recruitment and Hiring a candidate, possibly a FT employee whom we share with another local CCD.	Continuation of AB 86 funding for Year 2 and beyond.	TBD	CMCCD: Human Resources; VP of Academic and Student Services; Superintendent/ President.	TBD	Year 1 and 2 of the Implementation phase of AB 86.
Recruit and hire a part-time academic counselor for students enrolled in the short-term certificate programs being implemented.	Recruit and hire.	Continuation of AB 86 funding for Year 2 and beyond.	TBD	CMCCD: Human Resources; VP of Academic and Student Services; Superintendent/	TBD	Year 2 of AB 86 Implementation

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his / her academic or career goals						
Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
				President.		
Provide wraparound student support services.	Identify student needs; hire additional personnel as needed.	Child care; Transportation needs; address technology issues.	TBD	CMCCD: SSC faculty and staff; Human Resources; VP of Academic and Student Services; Superintendent/ President.	Student surveys; other assessments TBD.	Year 2 of the Implementation phase and ongoing.
Purchase Smart Board technology for use in the ESL classroom that is also utilized for Orientations and small group instruction. This technology could also be utilized by instructors and students in the proposed short-term certificate programs.	Purchase and install the hardware and software; trainings for faculty and staff	AB 86 funding.	$ 30,000	AB 86 Project Director and Director of Informational Systems.	TBD	Year 1 of Planning and Year 2 (Year 1 of Implementation)

OBJECTIVE 6: PROFESSIONAL DEVELOPMENT

Regional Comprehensive Plan Objective #6: Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

A critical element to ensuring the effective implementation of the consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state. Faculty and staff from all local consortium members and partners will need to implement collaborative professional development strategies to foster alignment and to support ongoing assessment and improvement of student outcomes.

Collaborative professional development plans should identify topic areas the consortium considers a priority, such as:

- Practices in basic and secondary skills that build the "college readiness" skills.

- Team building, critical thinking, problem solving, study skills, soft skills, and career assessment.

- Technology use and integration to enhance and expand technology in Instruction.

- New models and instructional strategies for contextualized and/or accelerated teaching and learning.

- Skills building intercultural competence among faculty, staff, and administrators.

Examples of collaborative activities might include developing professional learning communities comprising faculty in the same content area, representing all consortium participants. Plans might also describe joint team participation in professional development activities offered through regional/statewide associations and how these teams might share what they learn with other faculty. Consortia may also want to consider having field experts come to a regional facility to provide in-house training to greater numbers of staff, faculty and administrators. Consortia in areas where transportation may pose a problem may want to develop plans to use technology to overcome that challenge.

The Program Coordinator, who is responsible for all noncredit programs at the college, conducts student learning outcomes and assessments for all courses offered in the high school completion and GED preparation courses while the ESL instructor does the same for her ESL courses. Each year, the Program Coordinator also conducts program learning outcomes and assessments as well as annual Program Review for Adult Education / noncredit programs at the college. Through these evaluations and assessments, we are able to determine what gaps or needs should be provided so that students in each of our programs succeed and move along his or her chosen pathway.

The Program Coordinator is also very involved with curriculum at the college. He serves on the Curriculum Technical Review Advisory Committee and the Curriculum Committee at the college. Plus, he usually attends the annual Curriculum Institute hosted by the State Academic Senate, and he attended the most recent Faculty Leadership Institute, also hosted by the State Academic Senate.

In an All-Staff Day event attended by full- and part-time faculty, administrators and classified staff, the campus community, as part of our Institutional Learning Outcomes and Assessment, determined that we needed to devote more time to professional development. Within the last two years, we have increased our professional development opportunities, so that now, the faculty have ten days each year devoted to professional development activities on campus; additionally, the District now allows part-time faculty to be paid ten additional hours each semester for professional development activity (up from six hours/semester two years ago). On every day of professional development, there are opportunities for technology training—from instruction on utilizing our smart classroom technology available in all our classrooms to trainings in Blackboard, clickers, or any number of other instructional technologies.   More specific to the SSC, with the recent adoption of GradPoint software, which allows our high school completion students to complete all their core courses with the software program, all instructors and staff have received instruction on the software, how it utilizes the Common Core State Standards, and how to assess learning outcomes that are embedded within the program. The ESL instructor also attends ESL-related conferences, including but not limited to the CATESOL County, LA-Regional, and the state CATESOL Conferences. Future plans include attendance at the annual TESOL International Conference and English Language Expo.

More recently, five of our noncredit instructors (the four from our MASP program and our only part-time ESL instructor) and the Program Coordinator received twenty-four hours of SmartBoard training which was immensely valuable professional development experience. In addition, the Coordinator for Developmental Education, eight credit faculty (most of whom teach developmental courses, including the Coordinator for Basic Skills), and our institutional researcher attended the Strengthening Student Success Conference in Santa Ana. This proved to be invaluable as the

conference provided the Coordinator for Developmental Education ideas to utilize in the formation of short-term certificate programs as well as contextualized education. Also, as a result of that conference, the Coordinator for Developmental Education (who's responsible for all Adult Ed./noncredit), the Coordinator for Basic Skills, and the Institutional Researcher are discussing a proposal to submit to the RP Group's "Leading from the Middle" initiative. Furthermore, the Coordinator for Developmental Education serves as the Academic Senate representative to the Academic Calendar committee, and there's discussion about having the two days of the 2015 Strengthening Student Success conference as two of our college flex days so that most, if not all, of our faculty can attend on those days when the college will not have any instruction. If implemented, this would be a campus-wide instructional Learning Community where we could, as a campus, collaboratively consider how we could instill what one colleague called a "climate of curiosity" on our campus or what the Coordinator for Developmental Education was introduced to at the Strengthening Success Conference, a "Habits of Mind" Community of Practice.

Currently, and in the future, the faculty in Adult Ed./noncredit, meet to discuss the improvement of student learning outcomes. As a college, the faculty meet regularly on flex days to discuss student learning outcomes and their assessment (SLOAs), but we have not done this on a regular basis in our Adult Ed./none credit programs. This is something we need to improve upon, making sure we have a regular schedule to discuss this among our Adult High School Completion, GED Prep., and ESL programs as well as separate discussions among our MASP instructors on how to enhance their instruction and improve SLOAs.

Again, as we have indicated earlier, our Consortium is unique in that virtually all adult education / noncredit instruction is offered by Copper Mountain College, and with the exception of one course offered outside of their normal school hours, our local K-12 district does not provide any adult education offerings. CMC and the local K-12 district, MUSD, do collaborate and have articulation agreements in place for our credit-based CTE programs, which meet the parameters of this objective, but these are not part of the Adult Education/noncredit programs.

Table 6.1   Current Professional Development

In the table below, identify current, effective professional development strategies carried out by consortium members that could be adapted for consortium-wide use. Table rows can be added.

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
TESOL Conferences	Our ESL instructor attends ESL-related conferences, including local ESL conferences as well as CATESOL. Future plans include attendance at the annual TESOL International Conference.	ESL	TBD
Smart Board training	Our ESL instructor and our four part-time instructors for the MASP program have received training in Smart Board technologies. Our satellite campus on the Military Base has Smart Boards in all the classrooms, but we have not yet been able to install Smart Board in any or our classrooms at our main campus where almost all Adult Ed. classes are offered.	HS Completion, GED-Prep., ESL and ABE programs.	TBD
CASAS trainings	As this is our first year as a recipient of WIA, II funds, Adult Ed. faculty and staff are taking online trainings for CASAS. The Coordinator attended the CASAS 2014 Summer Institute, and we plan to have more staff attend the 2015 Institute.	HS Completion, GED-Prep., ESL and ABE programs.	TBD
OTAN trainings	Adult Ed. faculty and staff utilize the trainings offered by OTAN	HS Completion, GED-Prep., ESL and ABE programs.	N/A
Distance Education	Blackboard trainings and Distance Education trainings from @One.	HS Completion, GED-Prep., ESL and ABE	TBD

		programs.	
All-Staff Day and FLEX trainings	Faculty and staff in-service trainings four or five days prior to fall, two days prior to spring, and two days each semester.	HS Completion, GED-Prep., ESL and ABE programs; Student Services	TBD

Table 6.2   Collaborative Professional Development Plan

In the table below, address topics the consortium considers priorities for _collaborative_ professional development. Include, at a minimum, topics to help achieve integration among consortium members and improvement of student outcomes. Table rows can be added.

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Strengthening Student Success	Nine faculty members and our Institutional Researcher from CMC attended the 2014 Strengthening Student Success Conference, and our plan is to send two faculty and our institutional researcher to a training for ABE, a student success program presented at the conference. These three would then return to campus to train the remainder of our faculty on the program.	HS Completion, GED-Prep., ESL and ABE programs.	N/A
Leading from the Middle	Three faculty/coordinators and our Institutional Researcher are submitting a proposal for the RP Group's "Leading from the Middle" xxx	HS Completion, GED-Prep., ESL and ABE programs.	N/A
K-16 Education Summit	Our Superintendent/President is planning a regional Education Summit that will bring together educators from our one local USD, our college, and the two primary "feeder" colleges: CSUSB and UC Riverside, including both their main campuses as well as their satellite campuses located in Palm Desert.	HS Completion, GED-Prep., ESL and ABE programs.	N/A
Cradle to College	Although Cradle to College is part of our neighboring SBCCD Consortium, its proximity allows us to participate in this initiative, even if it might be on a peripheral basis.	HS Completion, GED-Prep., ESL and ABE programs.	N/A

OBJECTIVE 7: LEVERAGE RESOURCES

Regional Comprehensive Plan Objective #7: **Plans to leverage existing regional structures, including, but not limited to, local workforce investment areas.**

Describe how the consortium will leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

For example, a consortium might include in its plan to offer classes, taught by one of the member districts, at a local Workforce Development Center which is easily accessible by members of the community. Another consortium might opt to work with the industries in its region to develop a career transition program focused on helping students with disabilities gain the necessary skills to enter the workforce.

- Identify existing regional structures and their resources. These might include but are not limited to:

   - WIBs

   - Chamber of Commerce

   - County Libraries

   - County Office of Education

   - Industry Employer Groups

   - Literacy Coalitions

   - Economic Development Regions

   - County Social Services - CalWorks

   - Employment Development Department (EDD)

- Identify current engagement strategies and describe how these strategies leverage regional structures.

   - Outreach by regional consortia to existing regional structures

   - Utilization of existing regional resources

   - Positioning of the regional consortium to be responsive to economic needs

   - Positioning of the consortium to be stronger and more effective

The Morongo Basinwide district covers over 13,000 square miles and there's only one community college district and one K-12 district in that area. Many of our residents live in very remote areas and access to either our main campus in Joshua Tree or the satellite campus at the military base in Twentynine Palms is difficult. Of those who have a vehicle, gasoline is cost-prohibitive, and for the greater number who must rely on public transportation, they often must walk two, three, or even five miles to the nearest bus stop, and yet even then, the bus fare is unaffordable for some. Complicating matters even further, many of the residents of the Morongo Basin do not have internet access from their homes, so even distance education is not viable for these families and individuals.

Our college Superintendent/President is developing plans for a K-16 Education Summit to take place in January 2015 that will include invitations to the MUSD Superintendent and Assistant Superintendents as well as other key educators from the only K-12 system. Additionally, other educators from our local university systems will be invited. Most of our students graduating with a B.A. or B.S. degree transfer to either California State University, San Bernardino or the University of California, Riverside. Each university also has a satellite campus located in Palm Desert, a more convenient location for residents of the Morongo Basin to take some or all of their coursework leading to their four-year degree.

The San Bernardino County Superintendent of School's Alliance for Education is also involved in the "Cradle to College" initiative, the purpose of which is to "partner with all sectors of the community to support the success of every child from cradle to career." Furthermore, the roadmap is composed of various community groups representing business, government, non-profit group, and education leaders in not only our Morongo Basin but also the broader San Bernardino County area. The Countywide Vision Education Element Group "formed five task forces to develop strategies for helping students at preschool, elementary school, middle school, high school and post-secondary levels." Copper Mountain looks forward to a productive relationship with our community partners as we work together to improve student success in both their academic studies and their career pathways.

We will continue to work with our only Consortium partner, Morongo Basinwide Coalition for Adult Literacy (MBCAL), as we are in continual communication. MBCAL continues to provide voluntary tutoring services to our students in the Adult Education programs, especially our ESL students. They work with our ESL students both during their ESL classes, as we must have two or even three levels in the same classroom, as well as after their classes, with MBCAL tutors providing invaluable service to our students.

We continue to explore potential coalitions with other community groups such as groups providing services to those with disabilities (like Desert Arc and IRC) as well as our local Chambers of Commerce and county social services programs. For example, we currently have sixty CalWorks students taking credit courses at the college, and some of these students are dual-enrolled in one or more of our noncredit Adult Education programs.

Table 7.1 Leverage of Existing Regional Structures from Partners
(expand table as necessary)

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
Morongo Basin Coalition for Adult Literacy (MBCAL)	1 and 2 primarily (but also 3)	MBCAL provides training for new tutors who work with our Adult Ed. students, especially our noncredit ESL students.	CMCCD	Trained tutors provide voluntary tutoring to our ESL students during and after classes.	Ongoing.
CMCCD, Student Success Center (SSC)	1-5	We currently have Federal Work-Study (FWS) students provide tutoring to students in the SSC, but this would need to be expanded to include more student workers, especially those who might not qualify for FWS but could provide paid tutoring to SSC students.	CMCCD	$ 9.25 / hour pay for student tutors who tutor other students.	Year 1 of Implementation and ongoing.

* Indicate the consortium member(s) who will be the users of the contribution.

** Partner Contributions may be in the form of cash, in-kind (i.e., facilities, staff time, etc.), or a combination of both. Please note: matching contributions are not required for a consortium's partners or members. The purpose of this table is to identify the contributions that partners may make to the efforts of a consortium toward coordinating the Adult Education programs to be offered by the consortium.