



AB104 Adult Education Block Grant - Three-Year Consortia Plan Update from AB86 Final Plan

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

13 – 328 - 013

1.2 Consortium Name:

Morongo Basin Adult Education Consortium

1.3 Primary Contact Name:

David W. Norton, Ph.D.

1.4 Primary Contact Email:

dnorton@cmccd.edu

Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

2.1 Provide an Executive Summary of your consortium’s AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.

The Morongo Basin Adult Education Consortium is composed of the one community college district (Copper Mountain Community College District) and the one K-12 school district (Morongo Unified School District) in the geographic boundaries of our consortium area. We utilize a collaborative approach that includes a Community Advisory Board that represents various nonprofit entities in our area that serve youth and adults through their public and social services agencies as well as educators from both the community college and school district.

CMCCD and MUSD are in conversations about offering career pathways for both our recent high school graduates as well as older adults. MUSD closed one of its continuation schools a few years ago, and the property has been vacant. However, we are in discussions of how we might utilize the building as part of our career pathways project. Last year, we didn’t think that something like this would be feasible with approximately \$ 183K. However, with the AEBG money allocated to our consortium this year, we see this as a tremendous opportunity for our districts to work together to produce a number of career pathways leading to a certificate and employment in the region. The following are some of the career strands that we are hoping to develop. The strands with an asterisk (*) are those we hope to develop over the next year:

1. A Public Service Academy for law enforcement, fire technology and wildland firefighting, and

emergency first responders.*

2. Health Science and Medical Technology Strand for Pharmacy Assistants/Technicians; Medical Records and Medical Insurance Billing Specialist; Kinesiology, Sports Medicine, Physical Therapy Aides, and Personal Fitness Trainers. *
3. Radiological Dental Technician—MUSD already has the equipment for this and with the former continuation school remodeled to become a career pathways center, they would move this equipment and offer classes to K-12 students during the day (one cohort in the morning and one in the afternoon) while we would be able to offer classes for adults during the evenings. *
4. Hospitality, Tourism, and Recreation Strand—During last year’s planning stage, this is a much-in-demand career in our broad geographical area and the MUSD courses followed by the CMCCD courses would lead to a career pathway for recent high school graduates while CMCCD would also offer adults the noncredit courses leading to a certificate while some students could also continue with our Culinary program offered as a community college credit diploma. *
5. Careers in Education Strand—This is another career pathway we identified last year as a short-term program that we could offer and that would benefit MUSD. Students who receive this certificate would be trained and prepared to be an Instructional Aide in a K-12 classroom at MUSD. Further instruction would also be given for the special education classroom. *
6. Graphic Production Technologies Strand. MUSD would offer foundation courses in information technology and digital design and upon graduation from MUSD, students would be able to enroll in graphic production courses provided by CMCCD.
7. Game Design, Simulation, and Integration Strand. As with the Graphic Production strand, students would complete their foundations courses at MUSD and then continue with CMCCD.
8. 8. Information Support and Services Strand. Once again, students begin with the foundation of information technology course but then move to more complex information services curriculum such as computer forensics and security as well as digital design, and from there, A+ Certification and computer programming.
9. Engineering and Architecture Strand. In this career pathway, students also begin with the foundations of information technology and engineering technology; then, they move to Computer-Aided Drafting (CAD), 3D Modeling in CAD and Geographic Information Systems (GIS).
10. Business Strand. Students could begin with introductory courses in Business Technology and Financial Services and then progress to Small Business Application, Entrepreneurship, and introductory accounting.

What is so unique about offering these programs in this re-opened facility is that it would serve all of these programs to students in the K-12 system but also provide further training not only to them upon graduation but also to older adults in our region who need career pathways that lead to a certificate and employment. Because of the close relationship between CMCCD and MUSD, we could not only offer a “middle college” for high school students, including articulation of coursework

between CMCCD and MUSD but also offer short-term certificate programs to the adults in our region.

2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.

NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

2.2a Objective #1: An updated 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).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

[We have no changes from those described in the earlier report.](#)

2.2b Objective #2: An updated 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>).

This should provide an updated overview (if applicable) of the consortium's region including:

- Analysis/description of local regional economy
- Additional analysis utilizing other data

For the earlier report, we relied on the CMCCD institutional researcher to provide the data requested in this objective. Our one researcher left his position in mid-August for another opportunity. Since then, we've revised the institutional researcher job description, and we're undergoing a reorganization of our positions. As a result, we have not had anyone to perform the data needed to respond to this objective. When an institutional researcher is hired, we will be able to have updated data that will allow us to examine the current needs for adult education programs within our consortium's region.

2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.

2.3a Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)

Copper Mountain Community College District's Adult Education Program is a current WIOA Title II grantee and as such, we utilize CASAS, the performance assessment and data collection system required by the WIOA grant. The system used for performance measurement and data collection for WIOA Title II is the National Reporting System (NRS).

2.3b Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)

We are still in the process of discussing what pre-apprenticeship programs we will offer and what they may look like. Our consortium's two members, CMCCD and MUSD, meet regularly and held a "walk-through" of the building that once served MUSD continuation students who live in the eastern area of our district. We are discussing the possibility of re-opening the school to serve as a joint K-12/CMCCD venture. By pooling our resources, we could offer high-demand, short-term career pathways programs for adults as well as K-12 students who would transition to our offerings in adult education. We plan to demonstrate a seamless pathway that leads to a credential in hand that in turn leads to employment. We will be further developing these processes as the year proceeds.

2.3c Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)

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.

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.

2.3d Collection and availability of data. (REQUIRED)

As mentioned earlier, CMCCD is currently undergoing a personnel reorganization, and part of that reorganization is to change our current institutional researcher from a classified position to a management position who will serve as Director of Institutional Research. In addition, as part of the reorganization, we propose to have an administrative assistant to help with those duties. Previously, the institutional researcher did not have any administrative support.

2.3e Qualifications of instructors (including common standards across entities).
(REQUIRED)

David W. Norton (Project Director and Interim VP of Academic and Student Affairs)—Ph.D. in English and Critical Theory;

Antoaneta Bonev (Interim Coordinator of Developmental Education and ESL Instructor)—Master's in TESOL and Ph.D. Student at CSUSB;

Heidi Burgett(Instructor and Program Director, Special Education, MUSD)—M.S., Special Education.

Laura O'Brien (Instructor)—Ph.D., Biological Sciences.

Kylee Muchenje (Instructor)—M.S., Graduate Certificate in Adult Reading, and Ph.D. student.

John Holley (Instructor)—M.S., Math.

Other instructors TBD.

2.3f Alignment of academic content and curricula (OPTIONAL)

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2.3g Alignment of educational services supported by this grant . (OPTIONAL)

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Consortium Member Signature Block

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