

Consortium Annual Plan

This Annual Plan Form has been partially auto-filled for your Consortium based on your AEBG Consortium Fiscal Administration Declaration (CFAD). **Some text is locked** (). Should you need to make changes to these sections, please contact the AEBG Office. Submissions are due by **August 15, 2016**.

Please Note: Please use bullet-point lists where appropriate for clarity and concision and spell out acronyms that may not be readily understood by most readers.

Section 1: Consortium Administration

Consortium Grant Number	Consortium Name
15-328-11	13 Morongo Basin

Primary Contact(s)

The table below lists the current Primary Contact(s) for your Consortium. Each may identify up to **two**. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.

Name	Title	Phone	Email
Norton, David	Coordinator, Developmental Education	(760) 366-5249	dnorton@cmccd.edu
Bonev, Antoaneta	Coordinator of Developmental Education	(760) 366-5250	abonev@cmccd.edu

Funding Channel

The consortium has designated a fiscal agent

Fiscal Contact

The table below lists the current Fiscal Contact for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically. To add or remove a Member Representative, click **Add / Remove Member Representatives**.

Name	Title	Phone	Email
Plummer, Meredith	Chief Business Officer	(760) 366-5284	mplummer@cmccd.edu

Member Representation

The table below lists the current Membership for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. To **add** or **remove** a Member Representative, click **Add / Remove Member Representatives**.

Name	Member Agency	Phone	Email	Approved
Bonev, Antoaneta	Copper Mountain Community College District	(760) 366-5250	abonev@cmccd.edu	04/10/2016
Norton, Dr. David W	Copper Mountain Community College District	(760) 366-5349	dnorton@cmccd.edu	04/10/2016
Turner, Dr. Deborah	Morongo Unified School District	(760) 367-9191	deborah_turner@morongo.k12.ca.us	04/10/2016
Wood, Amy	Morongo Unified School District	(760) 637-9191	amy_wood@morongo.k12.ca.us	04/10/2016

Governance Plan

Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium. Your Consortium's current Governance Plan may be found below.

Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No)

- ☐ Yes
☒ No

If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.

 [Download Governance Plan Template](#)

Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium's current Organizational Chart may be found below.

Do you have changes to your Organizational Chart? (Select Yes or No)

- ☐ Yes
☒ No

If there have been changes from what was submitted with your CFAD, please upload a new Organizational Chart below for submission with your Annual Plan. Organizational Charts must be in .jpg format.

Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures report to the State? Your response is included below for reference.

All grant expenditures will be tracked through the CMCCD business office. If we chose to channel funds to other members, we will internally tracked to ensure state reporting is done in a timely manner.

Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below. Otherwise, click No.

- ☐ Yes
☒ No

Changes: (200 words max.)

None

Consortium Allocation Schedule

In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.

Member Name	Total Allocation
Morongo Unified School District	\$0
Copper Mountain Community College District	\$773,016
Total	\$773,016

Section 2: Plan Summary for Program Year 2016-17

The AEBG effort focuses on the purpose described in AB86: "... to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage." Your AB104 Adult Education Block Grant Three-Year Plan Update summarizes what your Consortium's vision and goals are for your regional Adult Education system. The Annual Plans focus on what will be done to make progress toward that vision each year.

Executive Summary

Please provide an Executive Summary of your Consortium's implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary goals for the the upcoming Program Year.

Response: (500 words max.)

The Morongo Basin Adult Education Consortium is composed of the one community college district (Copper Mountain Community College District or CMCCD) and the one K-12 school district (Morongo Unified School District or MUSD) 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. In the past year, the two members of our consortium have been in extensive discussions about the present and future of adult education in the Morongo Basin. One important step is that we are closer to opening a new site that will serve as a pathways center for students who transition from MUSD to CMCCD. We utilized AEBG funds

Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

Partner Name	Partner Type	Core Services
Morongo Basin Coalition for Adult Literacy {MBCAL}	Non-profit CBO	Literacy services to adults and language skills to adult English Language Learners

Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.

Response: (200 words max.)

Volunteers from the Morongo Basin Coalition for Adult Literacy attend our ESL classes that we offer at the main campus of Copper Mountain College. Because we only have three levels of ESL classes (Beginning, Intermediate, and Advanced), there will always be two or three levels of ESL students in each class. Our MBCAL volunteers are able to work with one level (for example, pronunciation with Level 1) while our ESL professor is working with another level within the class (for example, grammar skills with Level 2).

Levels and Types of Services

Please provide a description of your Consortium's success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.

Successes: (200 words max.)

A year ago, the management teams at both Copper Mountain CCD and Morongo USD (MUSD) joined forces to strategize how we could utilize a building of a continuation school that had been closed several years prior by MUSD. We reached an agreement, and we used AEBG funds to perform cosmetic repairs and prepare the building for technological infrastructure. Those repairs have been done, and we will offer our first Adult Ed classes there in 2017. UPDATE (May 2017): We have been offering adult education classes in our new facility since January, and we continue to grow at this site. Because our Student Success Center at the main campus is often at or over capacity, we are diverting some of our students to this new site as well.

Challenges: (200 words max.)

The greatest challenge we face is the lack of space. The school mentioned above will prepare us for expanding programs, but we lack the space needed for the Student Success Center on the Main Campus of CMC, where our HS Completion, GED, and ESL programs are headquartered in space that was initially dedicated for sports teams, something we have not had but we will begin offering classes for a sports program in Fall 2017, and this space currently being used by the SSC will be needed for sports. For example, the front desk and reception area of the SSC is built above a whirlpool bath. We are investigating the purchase of modular buildings, but the price seems prohibitive, even though essential. UPDATE (May 2017): In addition to the lack of space for students, another major challenge has been staffing. We have hired a new Administrative Assistant for adult education, and all our other positions are staffed--a

Regional Needs

Please provide a description of your Consortium's success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

Successes: (200 words max.)

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

Section 4: Consortium Action Plan Review and Update

Regional Assessment Plan Updates

Provide a description of your AEBG Regional Assessment Plan, i.e., how students will be appraised, placed, assessed, etc. into the regional adult system as they progress, and as they move among the various schools.

Response: (200 words max.)

As a WIOA agency, we utilize computer-based CASAS testing and TOPS-Pro, in part, for our data management needs. We also purchased ASAP and while it does not smoothly integrate with CASAS and TOPS-pro, we are doing the best we can to make these work for our needs. The following is a quote from our WIOA guidelines: "CASAS assessments are used to ensure accuracy in adult learner placement (appraisal tests), to diagnose learner strengths and weaknesses, to inform instruction (pre-tests), to monitor progress (post-tests), and to certify learner mastery (certification tests). Standardized administration of tests and assessment results provide the basis for state and federal accountability reporting."

What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
CASAS	CASAS	Assessment & Placement

Student Data Tracking

Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student / classroom level? How will this system enable you to meet the targeted program outcomes?

Response: (200 words max.)

We track students with CASAS, TOPS-pro and ASAP.

List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
ASAP	ASAP	Attendance, Demographics
CASAS	CASAS	Demographics, Testing, Performance
TOPS-pro (CASAS)	CASAS	Attendance, Follow-up

2015 – 16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:

- (A) Improved literacy skills
- (B) Completion of high school diplomas or their recognized equivalents
- (C) Completion of postsecondary certificates, degrees, or training programs
- (D) Placement into jobs
- (E) Improved wages

In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

Objective 3: Integration and Seamless Transition

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

Response: (200 words max.)

The noncredit division of CMC offers (1) an Adult High School Completion program; (2) a GED and HiSET Preparation Program; and an ESL program. For each program, a primary program learning outcome is the transition of our noncredit students to credit courses at the college. We also offer a fourth program that is mainly for our military students and their dependents: MASP, or the Military Academic Skills Program. In addition, AEBG has allowed us to propose additional noncredit short-term programs that lead to jobs. We also will be offering the GED and HiSET test on the CMC main campus. UPDATE (May 2017): We have been approved as a HiSET Testing Site, and we are awaiting approval to be a GED Testing Site. We also offer TASC Preparation as well. We are in process of writing Security curriculum that will be offered as noncredit adult education. Another area that we continue to work-on is

Objective 3 Activities

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

Response: (200 words max.)

Activity	Outcomes Expected	Method of Assessing Impact
GED & HiSET Testing Site	Increase in students taking and passing the exams.	Compare before and after implementation.
Security Guard Certificate	No one in our geographic area offers this program.	Compare before and after implementation.
Instructional Assistant Certificate	MUSD hires 400+ Instructional Assts. Each year (12-19 hours each), but they are not provided any training before beginning their job.	Because there is a high level of turnover, we will compare before and after implementation. Also, we will assess at the end of the course how well each student has met the student learning outcomes
Cybersecurity Pathway	MUSD has a Cyber security program for HS students, and we are in the early stages of developing a pathway from MUSD to CMC	MUSD and CMC data—students who successfully transition to college Cybersecurity program that leads to employment and/or four-year university.
Water Pathways	In Fall 2017, MUSD will begin offering courses in Water Technology, Water Physics, Water GIS, and Water Policies.	MUSD and CMC data—students who successfully transition to college Water programs that leads to employment and/or four-year university

Objective 4: Gaps in Services

Activities and plans to address gaps in programs and services within your region.

Response: (200 words max.)

One significant gap that we haven't addressed in previous years' plans has been how to utilize AEBG for adults with disabilities. Among our students taking credit classes, the percentage with a disability is approximately 14% for the college as a whole, more than double the average for all California community colleges. Our rate of disabled students in noncredit is 9.7%. Therefore, in addition to the academic general counselor we are adding to noncredit, we will also have a DSPS counselor who will work with our noncredit students around 10-12 hours each week, and once we assess this, we may increase those hours the following year. This allows our noncredit students direct access to a trained DSPS counselor. In addition, we will provide tutoring to our adult DSPS students as well as workshops covering life skills' topics. UPDATE (May 2017): We continue to work with our DSPS

Objective 4 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Hire a p/t DSPS counselor for noncredit students.	Identification of noncredit students who have learning (and other) disabilities.	CMC data.
Tutoring for Adult DSPS students.	Increased success, especially in math	CMC data; student learning outcomes.
Life Skills Workshops	Improvement in life skills necessary for success in school and life.	CMC data.

Objective 5: Acceleration

Activities and plans to accelerate student progress toward academic and/or career goals.

Response: (200 words max.)

We began offering a noncredit "Pre-Algebra" class that covers the same material that our credit "Pre-Algebra" class covers. Once students complete the noncredit course, which is offered in nine weeks and twice each semester, the instructor determines whether each student is ready for the next level, and if so, then the student registers for the credit course "Elementary Algebra." We are also revising all our Course Outlines of Record for our ESL program. UPDATE (May 2017): We have also begun to offer GED and HiSET Preparation classes as managed enrollment rather than open-entry/ open-exit. Our classroom limitations have prevented us from growing, but with the addition of modular classrooms at the CMC main campus as well as the new site to offer adult education classes, we look forward to the next couple years as our growth years.

Objective 5 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Noncredit "Pre-Algebra" course	Less time in the Developmental Math sequence	CMC data.
Revise Course Outlines of Record for the three noncredit ESL courses.	Better alignment and opportunity for ESL student acceleration from noncredit ESL to credit English	CMC data.

Objective 6: Shared Professional Development

Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.

Response: (200 words max.)

In our geographic area, adult education takes place at our community college district. However, faculty and staff at CMC in both remedial and noncredit engage in collaborative activities as many of our noncredit students transition to college coursework. In addition, while still in the High School Completion program, students are allowed to take college courses that count toward a college degree and the high school diploma simultaneously. As is the case for other college students, our noncredit students often must take remedial math, English, and reading, so allowing these students to take these remedial courses as part of their high school program actually shortens their time to the degree. For this reason, these collaborative activities that our credit and noncredit faculty engage in are so instrumental in the success of our adult education students. UPDATE (May 2017): We utilize our AEBG for

Objective 6 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Learning and the Brain conferences, trainings, and workshops	Increased awareness of tools and strategies to use in instruction and counseling; improvement in student learning outcomes	CMC data
ESL national, state, and local conferences	Fostering of program alignment and improvement of student learning outcomes	CMC data

Objective 7: Leveraging Resources

Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, county libraries, etc.

Response: (200 words max.)

We are engaging in the discussions with our county Workforce Development Board as we work toward phase II of the MOU. In addition, our college is engaged in conversations where we strategize how we might better leverage our resources from AEBG, WIOA, SSSP Credit and Noncredit, Equity, Perkins/CTE, and Strong Workforce. We also engage in partnerships with the local Joshua Tree National Park as well as our local Chambers of Commerce (Twentynine Palms and Yucca Valley) as well as our three local Rotary Clubs (Joshua Tree, Twentynine Palms, and Yucca Valley) and the CMC Foundation, a tremendous force in the success of our college.

Objective 7 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Customer Service Course	This is a service we will provide for our local community members.	CMC, MUSD, Chambers of Commerce, JTNP, and local agencies and businesses.	Better customer service for our local tourist industry.	Student learning outcomes at the end of the course. Employer surveys.

Section 5: Annual Plan Submission

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2016 – 17 AEBG Program Assurances Document.

Certification (Required)

- ☐ I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2016 – 17 Program Assurances Document.
- ☐ I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature

- ☐ [Click here to confirm that you are ready to submit your Annual Plan.](#)