

13 Morongo Basin | Consortium 2017-18 Annual Plan

INSTRUCTIONS: The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the **Save** button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here: <http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit> (<http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit>).

Click on the **Section 1: Plans & Goals** header to begin.

Section 1: Plans & Goals

Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

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. As indicated in last year's plan, CMCCD and MUSD were having 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 until January 2017. We re-opened the school as AC2E-East: the Academy for College and Career Excellence. We used AEBG funding for cosmetic remodeling as well as technological infrastructure and the purchase of computers and smart board technology. In the upcoming 2017-18 year, we plan to expand our offerings.

In addition, we used AEBG funding to purchase two modular buildings that will serve as our new Student Success Center and our new ESL classroom for our main campus in Joshua Tree. We had literally exceeded our capacity at the main campus, even with the preparation classes being offered at AC2E. Students often had to wait for a desk or a computer because all were being used. With the modular building for the SSC, we will more than double the number of computers available for students, we will have a private office for our noncredit counselor we hired this year, and a room for tutoring. We expect that we will be moved-into the new facility before the end of the year.

With the larger ESL classroom, we also anticipate that we will be able to increase our offerings, and we will be launching a new recruitment drive to make the community more aware of our ESL offerings. We also have already been approved to be a HiSET testing site, and we are waiting for our approval to offer the GED test as well.

We also continue to develop our offerings in hospitality, tourism, and customer service, and we hope to have a short-term certificate program in place during the next year. Working with our K-12 member, we would also like to have the Radiological Dental Technician program for adult students at night. Currently MUSD uses the equipment for their K-12 students during the day, and if they do not completely fill the class, they open it to adults. However, there are approximately 8-12 adults who are able to participate in the program in any one given year. With the curriculum sent through the proper channels and approved by the Chancellor's Office, we then would need to identify an instructor who meets minimum qualifications in order to offer this program to adults at night.

Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered.

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
The ESL adult student	AEBG Fact Sheet; the number of ESL students attending our local high schools	Progress will be an increase in our ESL student population.
Increase our short-term certificates	We continue to develop our short-term certificate offerings, and our goal this year is to have three in place.	Getting the curriculum approved at each stage of the process; hiring qualified faculty; and then recruiting and marketing the program.
Service areas	Our geographic region is extremely large. Our county is the largest, geographically, in the nation. CMC is centrally located, but for prospective students in outlying areas, it is difficult to reach us, and for many, that is by bus.	We have opened a new site on the west end of our region (in Twentynine Palms), but we are discussing, with our K-12 partner, the possibility of opening a similar site in the eastern end (Yucca Valley). Progress will be measured by our ability to offer programs at these sites and increase our student population on our adult education offerings.

GAPS IN SERVICE

For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. 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.

We will work with our K-12 partner to identify their ESL students so that we can reach-out to their parents, informing them of our ESL classes that are offered to them at no charge. We also want to embark on a marketing plan to make the community aware of these services.

We also anticipate an increase in our student population as we increase our programs, move into our larger space, and establish a marketing campaign.

As indicated in number 3 above, our strategy is to open a new site that will be more convenient for residents on that side of our geographic region.

Seamless Transitions

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Customer Service Course	3 - Somewhat implemented	Lack of staffing	None	
Cybersecurity Pathway	1 - Not at all implemented	Lack of staffing	None	
GED & HiSET Testing Site	4 - Mostly implemented	Requirements to become a testing site.	None	
Hire a p/t DSPS counselor for noncredit students	3 - Somewhat implemented	We hired a part-time counselor for nondredit/adult education, and she refers students to our DSPS counselors.	None	
Instructional Assistant Certificate	3 - Somewhat implemented	The K-12 district may implement.	None	
Life Skills Workshops	1 - Not at all implemented	Lack of staffing	None	
Noncredit "Pre-Algebra" course	5 - Fully implemented	N/A	None	
Revise Course Outlines of Record for the three noncredit ESL courses.	3 - Somewhat implemented	Lack of staffing	None	
Security Guard Certificate	3 - Somewhat implemented	Lack of staffing	None	
Tutoring for Adult DSPS students.	3 - Somewhat implemented	Lack of staffing	None	
Water Pathways	1 - Not at all implemented	Lack of staffing	None	

For 2017-18, what NEW strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?

How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities 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.

We are creating academic pathways that lead from adult education (HS completion, GED completion, or HiSET completion) to short-term certificates.

Almost all adult education is offered at Copper Mountain College. The only program at the local K-12 District, MUSD, is the Radiological Dental Assisting Program, and adults enroll in this program only if there is space-i.e., the class is not full enrolled with K-12 students.

Student Acceleration

Explain how your consortium members and partners have employed 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, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Noncredit "Pre-Algebra" course	5 - Fully implemented	N/A	None	
Revise Course Outlines of Record for the three noncredit ESL courses.	3 - Somewhat implemented	Lack of staffing	None	

For 2017-18, what strategies are planned to accelerate student progress (Must list at least one)?

Identify activities that you will implement and/or improve through using specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress. 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).

While we offer ABE courses, we don't have a fully implemented "Program" that has been approved by the Chancellor's Office. We will begin by establishing an ABE program and begin exploring how we can use a guided pathways approach for ABE / Adult Secondary-GED-HiSET / college curriculum OR short-time certificates.

Shared Professional Development

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
ESL national, state, and local conferences	5 - Fully implemented	N/A	None	
Learning and the Brain conferences, trainings, and workshops	5 - Fully implemented	N/A	None	

For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?

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.

Purpose: In regards to teacher’s professional development, providing differentiated instruction to the ESL students attending multilevel classes as well as implementing the newest strategies of instruction and updating instructional materials for the ESL, GED/HiSET, MASP classes seem well justified.
Action Steps: ESL instructors will attend the CATESOL annual and regional conferences, bring sample materials and prepare a presentation for tutors on reading, listening, speaking, and writing strategies. GED instructors will share ideas and develop common strategies to implement across the GED/HiSET curriculum during flex activities. They will also attend the HiSET annual conference in December 2017. Math instructors will attend subject-related workshops and the Learning and the Brain conference in February 2018 in San Francisco to update their professional practices with ideas and strategies. English faculty teaching MASP courses will attend 3CSN workshop on reading apprenticeship and implement it in their professional work.

Purpose: Ongoing professional development and training are important investments in classified staff. The goal is to encourage peer-to-peer exchange and mentoring in order to sustain quality employees and at the same time provide balanced professional development opportunities for all staff members.
Action Steps: Attending grant-related workshops and professional development conferences such as Workon, CASAS, OTAN, CALPRO, other activities organized by the San Bernardino Workforce Development Board, ASAP, and other providers. Staff will also attend software providers’ demonstrations about new educational software and technology.

Purpose: Shared professional development has proven to be an effective strategy for collaboration, understanding consortium members’ needs, and building trust.
Action Steps: After a collaborative technology meeting during summer 2017, it was decided that the MUSD Director of IT will provide training to the Adult Education Department at CMC about the Surface Pro devices they use and that CMC wants to purchase. In addition, MUSD invited CMC to participate in their professional development days and vice versa.

Leveraging Resources

See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type “None”	What state support would be most helpful to fully implement this strategy?
No Data				

For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?

Identify strategies planned to leverage existing regional structures and utilization of resources, including 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.

No Data

Section 2: Fiscal Management —

Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	\$750,000	\$642,045	\$107,955
2016-17	\$773,016	\$125,228	\$647,788
Total	\$1,523,016	\$767,273	\$755,743

Please identify challenges faced related to spending or encumbering AEBG funding.

We carried over \$107,955 from 2015-16 but spent all these funds in 2016-17 as well as an additional \$125,228 from 2016-17 funding. Although it appears that we have a large balance from 2016-17, we will actually spend all of these funds in the first or second quarter of the 2017-18 fiscal year as we have been "saving" funds in order to purchase new modular buildings for our Student Success Center (which houses most of our adult education programs at the Copper Mountain College main campus) as well as our ESL classroom (also located at the CMC main campus).

MOE: N/A for our consortium.

Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)

As indicated above, we have purposefully not been using our funds in previous years so that we would be able to have enough funds set aside to purchase modular buildings for our Student Success Center and ESL classroom. All of our 2016-17 carryover will be spent this fiscal year.

Section 3: Certification and Submission

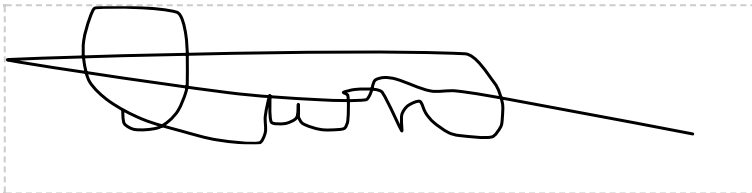
As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the **2017-18 AEBG General Assurances Document**.

Failure to meet the requirements listed in the 2017-18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.

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 2017-18 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 (Required)



- Click to indicate you are ready to Submit your 2017-18 Consortium Annual Plan