



Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

15-328-033

1.2 Consortium Name:

Monterey Peninsula CCD

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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.

See attached.

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.

Our consortium will be adding two classes in English Language Civics for six hours a week at our Pacific Grove Adult site. We will also be adding two sections of a course for adults with disabilities at our Pacific Grove Site.

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

Based on our consortium's district boundaries, we will continue to address the needs in our community by providing access to information about our course offerings in adult education. We distributed brochures in the community for our course offerings this fall, and we will continue to distribute brochures to the community at public events and outreach opportunities. We are also working on developing our Adult Education website through Monterey Peninsula College with the goal of reaching many more people in the community through social media. We will have our adult education website translated into Spanish and other languages if possible. This should help provide the community that we are not reaching to understand the offerings in our community and hopefully will help us boost enrollment in our GED/high school diploma courses and our English as a Second Language programs.

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)

Our consortium will provide computer basic skills courses for older adults looking to enter the workforce at Pacific Grove Adult School and Monterey Adult School. Each adult school site will also continue to provide ESL courses and high school diploma/GED courses for our consortium. Monterey Peninsula College will work with Pacific Grove Adult School and Monterey Adult School to build transition pathways for students graduating from the GED/high school diploma programs as well as ESL students who are ready to study in an English language program at the college. In addition to transition courses of study, our consortium will look to develop a course or pathway to help ESL students who have a foreign degree acquire an evaluation from an accredited source in order to apply for work or to continue their education goals.

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

Our consortium will have an apprenticeship program with the International Brotherhood of Electrical Workers union in the area at Pacific Grove Adult School. The program is in the development stage at the moment, but this program will be developed and running before the 2016-2017 academic year. This apprenticeship program will help build paths to careers in the field of electricians by providing on-site training with professionals in the union for the profession.

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)

Our consortium will continue to offer courses for adults to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school at Pacific Grove Adult School. Pacific Grove Adult School has two on-site preschools and will have one on-site preschool for children with disabilities. By providing instruction in childcare for parents at these preschools, we will be providing parents the opportunity to assist in their children's success in school.

With Monterey Adult School, Pacific Grove Adult School, and Monterey Peninsula College providing ESL courses, we will be providing non-native English speaking parents with the skills to help their children succeed in school as well. Our GED/high school diploma courses at Monterey Adult School and Pacific Grove Adult school help parents achieve the knowledge and background to help their children in academic subjects.

2.3d Collection and availability of data. (REQUIRED)

Monterey Adult School and Pacific Grove Adult School each use the CASAS test in order to place students at their appropriate levels in the ESL and GED/high school diploma courses. After 70 hours of instruction, the students are then tested with the CASAS test again in order to track their progress. Students at Monterey Peninsula College take an assessment test on site in order to be placed in the proper English/ESL course as well as to be placed in the proper course for their general studies. Based on these results, students may be placed in ESL and/or Basic Skills courses in preparation for college level courses. Students are tracked based on their performance in each of the sequence of courses at the college.

Each school site will track not only student progress but also student success based on attainment of certificates and diplomas and transitions into careers or career pathways.

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

Instructors at Monterey Adult School and Pacific Grove Adult School are required to have a valid California Adult Teaching Credential in order to teach in the ESL or GED/high school diploma courses. Monterey Peninsula College requires a Master's degree in a related field of study in order to teach the ESL and Basic Skills courses.

2.3f Alignment of academic content and curricula (OPTIONAL)

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

By hiring a full-time Adult Education Coordinator, our consortium will be working together in order to provide our students with as much information as possible for them to make the best choices for their educational goals. Part of the responsibilities of the Adult Education Coordinator will be to meet with students, faculty, and staff at each of our school sites in order to keep all of our sites working together in order to provide the best services possible for the adult students in this region. By providing access to a coordinator to the students, they may feel more comfortable about visiting the different school sites in order to learn more about opportunities they did not know about before.

Executive Summary

Support Needed for Ongoing Collaboration and Implementation

The Adult Education Regional Consortium of the Monterey Peninsula has made substantial progress this fall collecting information on programs and needs. We have also begun to draft strategies to improve Adult Education in our region. However, our region has only had a grant coordinator for four months, and it would be unrealistic for our team to transition to implementation this summer without further support.

Our consortium has also worked to build relationships and collaborative partnerships between schools, with our community, and with regional partners. Although some strong partnerships existed in our region previously, many of these activities are outside of the regular duties of our administrators, faculty and staff members. Supporting and growing these collaborations around Adult Education in our region will require ongoing support and coordination.

Our consortium is dedicated to the practices of collaboration, faculty and staff participation, community outreach, research-based implementation, and data-driven practice. However, local capacity to continue these efforts beyond the planning grant period is limited.

Current Offerings

The three member schools of our consortium are Monterey Peninsula College (MPC), Monterey Adult School (MAS), and Pacific Grove Adult Education (PGAE). As shown in Table 1, our members' strongest AB86 aligned offerings are in Basic Skills and English as a Second Language (ESL). Basic Skills offerings in our region include math and English Basic Skills at the Community College as well as High School Diploma, High School Equivalency Exam Preparation, and limited Adult Basic Education offerings at the Adult Schools. All three member schools provide multi-level ESL instruction. At this time Monterey Adult School is the only member offering a citizenship course.

There are relatively few non-credit Career Technical Education (CTE) offerings in our region. PGAE provides computer and graphic arts software CTE offerings. There are also a wide range of postsecondary (college-level) CTE programs at MPC, as well as some credit CTE classes that are similar to Adult Education non-credit CTE offerings at other schools. (These credit offerings are not reflected in Table 1 or Figure 1, as they don't meet the AB86 definition of this program area.) All member schools are eager to expand their non-credit CTE offerings and create strong pathways for students from these programs into college and careers.

Programming for Adult with Disabilities is an area our consortium has identified as a high priority for expanded programming. Monterey Peninsula College is currently the only member school providing this type of programming.

There are not currently any state-funded apprenticeship programs in the Monterey Peninsula Region, but the AB86 team at the California Community College Chancellor’s Office (CCCCO) advised our consortium to prioritize other planning efforts ahead of exploring our options for state-funded apprenticeships at this time.

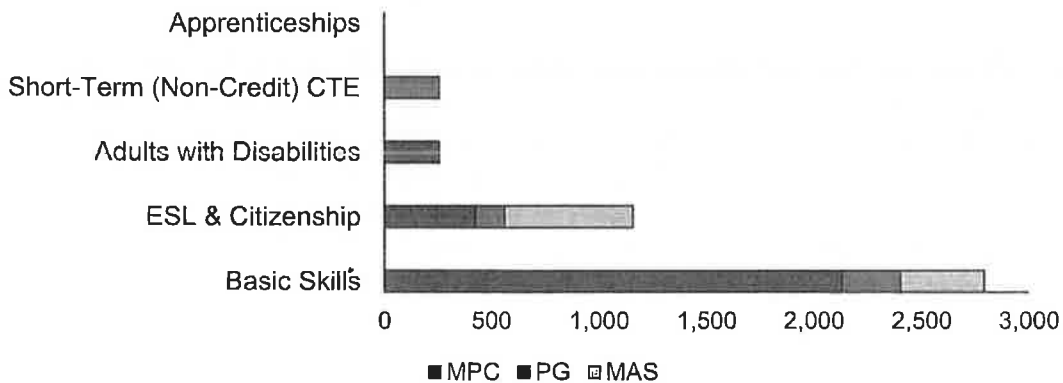
Table 1: Current Program Area Offerings by Provider

	Basic Skills, HSD, ABE, GED® Prep.	ESL/Citizen-ship/Work-force Prep.	Short-Term (Non-credit) CTE	AWD	State Funded Apprenticeships
Monterey Peninsula College	x	x	x	x	
Pacific Grove Adult Education	x	x	x		
Monterey Adult School	x	x			
Community Partners	x	x	x	x	

Note: Monterey Peninsula College does not currently offer non-credit CTE courses, however some of their credit CTE offerings closely resemble non-credit offerings at other Community Colleges. Monterey Peninsula Unified School District’s ROP offerings are not included above, but do include CNA and Pre-Apprenticeship Construction. Carmel Adult School is a consortium partner, and their 2014-15 classes include art, fashion, and foreign languages.

Not only do more consortium member schools provide Basic Skills and ESL courses than other types of programming, but enrollment in these programs is substantially larger. As shown in Figure 1 below, Basic Skills programs had the largest enrollments of any program type in 2013-14, with 2,794 students. Of those students, 2,130 were enrolled at Monterey Peninsula College. ESL is the second largest program by enrollment, with 1,159 students in 2013-14. Monterey Adult School had the highest ESL enrollment, with 600 students that year.

Figure 1: Program Enrollment, Adult Education Consortium of the Monterey Peninsula, 2013-14



Needs Analysis

Current class offerings in our area only meet a fraction of the estimated need. Table 2, below, shows rough indicators of need for AB86 programs. There is high need for Basic Skills programs and medium to high need for ESL in our region. Despite the relatively high number of classes offered in these areas, as discussed above, estimates show that our consortium member schools are currently meeting less than one quarter of the estimated need for both of these programs.

We also estimate a high need for Career Technical Education (CTE) courses and classes for Adults with Disabilities. Our non-credit offerings in these areas are currently very low, and we estimate that we are meeting 5 percent or less of the need for these programs. However, some services for these populations are not reflected in our estimates. Adults in our region who could benefit from CTE courses may be enrolled in postsecondary (college-level) credit CTE courses at MPC. Many adults with disabilities are served by residential programs in the region, which are not reflected below as they are not provided by consortium members.

Table 2: Estimate of Needs Met by Program Area

AB 86 Program Area	Needs Indicator	Estimate of Population in Need	Population Served by Consortium Members, 2013-14	
Basic Skills Classes	18+ without High School diploma	10,979 to 14,221	2,974	20% to 25%
Classes for Immigrants	18+ who speak English "not well" or "not well at all"	4,954 to 10,208	1,159	11% to 23%
Classes for Adults with Disabilities	18 to 64 with a Disability	5,211 to 6,831	257	4% to 5%
Non-Credit Career Technical Education (CTE)	18+ without High School diploma	10,979 to 14,221	257	Approximately 2%

Source: U.S. Census American Community Survey estimates; local administrative enrollment records.

Note: The Monterey Peninsula region does not currently offer state-funded apprenticeships. The need for these programs may be approximated using the same indicator as for non-credit CTE, but none of that need is currently met.

The needs analysis identifies two particularly high need populations in our region that have a high potential to benefit from Adult Education: the Hispanic/Latino population and Older Adults. These populations were identified based on needs indicators like those above, as well as data on employment, earnings, education and other demographics.

Based on this analysis, it is a high priority for our consortium to expand offerings in all program areas, improve transitions between schools, and provide better support for students. There is clearly a large unmet need for all of these programs in our region, and discussions with students, teachers, and staff

members show that students need a variety of supports, as well as instructional time and materials, to succeed. For example, students in our region also need better information about offerings, assistance signing up for classes, childcare, computer access, low-cost programs, and flexible offerings.

High-Potential Career Technical Education Pathways

Our Consortium can best serve our students and our community by growing and improving educational offerings that align with the economic needs of our region. By helping students into high-demand industries and occupations, we will help students succeed in their career goals and we will ensure that their families and our community as a whole thrive.

An analysis of the projected job openings for Monterey County by Career Technical Education (CTE) Career Cluster is summarized in Table 3 below. The highest potential CTE program areas for our region to focus on are shown in blue: hospitality/tourism, business (management, administration, and marketing), and health science. These areas of study have high numbers of projected job openings, those openings are aligned with existing Community College programs, and faculty and administrators in these areas are actively engaged and committed to improving opportunities for Adult Education students.

Table 3: Projected Annual Job Openings by Career Cluster, Monterey County 2010-2020

Career Cluster	Average Annual Job Openings	MPC Department ²
Hospitality & Tourism*	1,049	Hospitality
Marketing*	794	Business Business Skills Center
Business Management & Administration*	741	Business Business Skills Center
Transportation, Distribution & Logistics	428	Automotive Technology (27 openings aligned)
Education & Training	402	Early Childhood Education (28 openings aligned)
Health Science*	383	Medical Assisting Maurine Church Coburn School of Nursing Dental Assisting
Human Services ¹	297	Early Childhood Education (38 openings aligned) Human Services (10 openings aligned)
Law, Public Safety, Corrections & Security	182	Administration of Justice Fire Academy/Fire Technology Police Academy/Law Enforcement
Finance	145	Business
Information Technology	72	Computer Science & Information Systems

Source: CA Employment Development Department, Labor Market Information Division, 2010-2020 Occupational Employment Projections, May 8, 2013; The Crosswalk Validation Project, National Research Center for Career Technical Education.

Note: The consortium recommends the Career Clusters highlighted in blue and marked with an asterisk (*) for first priority in programming changes and additions. This recommendation is based on labor market demand, alignment with Monterey Peninsula College Programming, and faculty/administration interest.

Objectives 3-7 Summary Table: Strategies by Objective

Objective 3. Transitions and Program Integration (only high-priority shown)	Objective 4. Address Gaps in Programming & Support	Objective 5. Accelerate Student Progress	Objective 6. Professional Development	Objective 7. Engage Partners
<ul style="list-style-type: none"> • Create a contact list • Create a joint brochure featuring AB 86 qualified programs from members • Convene a team to review possibilities for sharing student data and tracking students across schools • Engage Adult Education representatives in current Community College activities that engage partners • Provide information, counseling, and support to Basic Skills, ESL, and AWD students • Crosswalk members' offerings in ESL, Basic Skills, and Computer/Tech Skills, and MPC Basic Skills • Explore MPC Basic Skills student need for GED® /HSD • ESL delineation agreement defining each school's role • Coordinate ESL info, counseling and support • Outreach and information to enroll new ESL students • Increase co-enrollment of AWD to facilitate transition from K-12 to Adult Education: MPUUSD & MPC and PGUSD and PGAE co-enrollment. 	<ul style="list-style-type: none"> • Adjust and add career offerings to welcome AWD into general courses • Add low-cost health programming while creating the least competition between programs possible • Gauge interest in computer skills & tech programming and add needed courses • Citizenship class outreach and added programming • Expand childcare services • Replace HSD & ESL computers at Adult Schools • Explore need for tutoring and options • Explore enrollment processes and address any barriers • New high school equivalency, HSD, and ESL curriculum, materials, textbooks, and supplementary online materials. • Discuss potential curriculum changes in high school equivalency, HSD, and ESL as a consortium. • Provide current offerings without fees 	<ul style="list-style-type: none"> • Contextual ESL (ESL combined with CTE content, perhaps VESL or a similar approach) • Career Exploration Courses • Contextual Basic Skills courses or contextualized content (such as CTE content) in existing courses • Integration of Reading/Writing Basic Skills English Strands • Intensive Basic Skills Math 	<ul style="list-style-type: none"> • Coordinate professional development resources and participation • Provide training on instructional and professional strategies for teachers and staff members, such as workshops and informational resources • Work toward Collaborative Professional Learning Communities in the long term: Provide ongoing opportunities for educators work together on recurring inquiry, research, and job-embedded professional learning to improve student learning. 	<ul style="list-style-type: none"> • MUIS masters program student project(s) to support: curriculum development, translation, and professional development implementation. • Partner with K-12 programs serving disabled students through the age of 22 with goals of co-enrolling students in K-12 and Adult Education programs and better facilitating student transitions out of K-12 AWD services. • Partner with Monterey County Free Libraries, California Department of Rehabilitation, Monterey County Department of Social Services, Monterey County Probation, Monterey County Workforce Investment Board, Monterey County Chamber of Commerce, and others to gather information and improve Adult Education offerings throughout the region.

Note: Summary table does not include lower priority strategies. Please see Objectives 3 through 7 for more detail.

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