

33 Monterey | 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)

During the 2016/2017 Program Year, we ensured that both Monterey Adult School and Pacific Grove Adult School had the funding necessary to continue providing the services in English as a Second Language, High School Diploma/GED, and Adult with Disabilities programs that were implemented in previous years. During the 2016/2017 Program Year, both Monterey Adult School, Carmel Adult School, and Pacific Grove Adult School have continued to push to implement Career and Technical Education programs to help Adult Students obtain new and better career opportunities in our region. Monterey Adult School and Carmel Adult School worked with local hotels and resorts to provide ESL instruction to staff members in order to provide the employers with employees who can better serve their guests as well as to provide the employees with skills that will help them advance to higher positions with their current employer. In addition to bringing the MPUSD Certified Nursing Assistant Program under its umbrella, Monterey Adult School opened 2 satellite ESL programs to better meet the needs of students across our communities. Pacific Grove Adult School added ESL Parenting Education Classes at their district elementary schools in an effort to increase student academic achievement. Monterey Adult School has continued its development of Hospitality pathway courses by finalizing a design for a kitchen classroom to provide students with necessary skills for hospitality careers. Additionally, Monterey Adult School leadership began the work to engage local employers as part of the program design phase of the work. Pacific Grove Adult Education continued their partnership with the Local 234 International Brotherhood of Electrical Workers Union and the local Workforce Development Board to provide an on-site Apprenticeship Preparation program at Pacific Grove Adult School. Carmel Adult School previously did not provide ESL or High School Diploma courses at the Adult School, but they are now providing integrated level ESL courses at Captain Cooper Elementary School on Tuesday and Thursday evenings.

In the upcoming 2017/2018 Program Year, we will continue implementation of the courses described above. Our Consortium is also looking to build our program numbers in each of the Adult Education areas that we currently provide through advertising, setting up information booths throughout the community during events, building a consortium website, developing social media accounts for our consortium, increasing opportunities for consortium wide professional development for staff and faculty, and continuing to build positive relationships with all consortia members. It will be very important to continue to build ESL and High School Diploma/GED for Carmel Adult School during this year, but this may take time due to a new Superintendent starting July, 2017. Monterey Adult school will be exploring opening additional satellite ESL and HSD programs and will partner with local schools to deepen parent education efforts across the

peninsula. 2017 will be a big year for MAS as they will be moving to a new campus. While the move will be better for students, the move will incur a large amount of new infrastructure costs. In addition, the Monterey Peninsula Adult Education Consortia Coordinator position job description will be updated to ensure that the position will work to serve all consortium members, which in turn will have a positive impact on the students we serve. MPC will implement certificate based classes in business and non-credit ESL at Pacific Grove Adult Education and Carmel Adult School to develop pathways to Career and Technical Education as well as pathways to College Associate's Degrees and Transfer programs to community college. As MAS builds its culinary pathway, the vision is that this program will be articulated with MPC to provide students with a clear pathway. Pacific Grove Adult Education will address the identified need for child care and provide these services beginning next year. PGAE has expanded its Adults with Disabilities program, partnering with Gateway Centers of Pacific Grove to provide classes to students with mild to severe disabilities. Classes will focus on basic skills, high school diploma, and career skills. MAS will also expand its Adults with Disabilities Program by moving from teaching only one computer class to actually taking over the Adult Transitions Program for MPUSD.

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.
<p>The Monterey Peninsula Adult Education Consortium will be implementing Career and Technical Education Pathways for our students in the fields of Hospitality, Business, and Electrician work during the 2017/2018 Program Year. We haven't had clear career pathway transitions previously, so this year it will be important for us to start this process as soon as possible. There are number of students in our region that move due to employment in other areas. The Adult Education Coordinator will be working with each Adult School site as well as with local employers to help provide the best opportunities to our students to not only get them careers, but to help ensure that they can build a solid foundation for their families to stay in this area. Lastly, our consortium will continue to expand ESL and HSD offerings to better serve students across the peninsula.</p>	<p>Workgroups, enrollments.</p>	<p>Enrollment numbers. New student data tracking capabilities with Community Pro Suite and TBC Communications.</p>
<p>Our Consortium has continued to provide ESL, High School Diploma/GED, and Adults with Disabilities to the Adult Students in our region. Being a major tourist area, many of our students work in entry level positions at the hotels, resorts, and restaurants in the area. We are continuing to develop programs to help our students advance in the fields of hospitality, culinary arts, building maintenance, and customer service. We will continue to build on these areas in the upcoming year and develop more solid transitions from ESL and High School Diploma to Career and Technical Education towards careers by providing entry level courses to these programs at the Adult School sites with the idea that students will choose to continue their education past their entry level certificates by transitioning to Monterey Peninsula College.</p>	<p>Workgroups.</p>	<p>Enrollment numbers, new student data tracking software with community pro suite.</p>
<p>Adult Education students are placed based on their CASAS scores into the correct ESL level or into the correct level of study to begin in the High School Diploma courses at the Adult Education sites. Students will be progress tested after they reach the required hours of study at each Adult Site using the CASAS test to determine if they have made a gain in levels. Monterey Peninsula College uses its own Assessment Test to determine what level students will be placed into ESL courses or into Basic Skills courses to help prepare them for their studies in college. With the new rules about use of the CASAS and TOPS Enterprise system by the state for all members, the AB104 coordinator will work with all sites to ensure that our data is aligned and that Adult Education students can make smooth transitions into Monterey Peninsula College programs after finishing their courses at the Adult Schools.</p>	<p>State requirements.</p>	<p>Student data tracking with TOPS Pro, ASAP, and Community Pro Suite.</p>

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 are looking to provide transportation vans for our adult education students so that they can better access our programs at different adult sites throughout our region. This will help prevent travel and geographical limitations for students. We are also starting an advertising and social media campaign designed to bring attention to all of our programs to our communities this year.

We are working with the Monterey County Workforce Development Board in our consortium to ensure that our students and their clients know about what services are provided in this area.

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?
Adult Education Student Colloquium	1 - Not at all implemented	We have had an administration change at Monterey Peninsula College this year with the retirement of the former dean in charge of Adult Education as well as a new principal at Carmel Adult School. With solid leadership positions in place for adult education this year, we are looking forward to seeing this come to fruition.	Bringing this topic up at steering committee meetings in order to gain traction this year.	Gallery sessions of successful consortia providing this service.
Electrician Pre-Apprenticeship Program	5 - Fully implemented		None.	
Hospitality/Culinary Courses	3 - Somewhat implemented	We have started offering ESL courses onsite at some of the area hotels and resorts, but we are still working on providing these courses on our adult school sites.	We now have a hospitality facility at our new location for Monterey Adult School that will help us move forward in this area.	Scheduled gallery sessions.

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.

Our Consortium has been working together to ensure that we are providing career pathways that will best benefit the students at each of our locations while ensuring that we are not duplicating services as well. In order to ensure that all of our students can participate in any of our programs, we have invested in bus passes to give to students who may be in need of transportation so that their goals will not be blocked due to lack of resources. We are working together to determine what criteria will be required for enrollment in our career pathways for both ESL and High School Diploma students. We will continue to work with Monterey Peninsula College because they provide a number of postsecondary certificates for career pathways. This will help ensure that our Adult Education students have the opportunities necessary to find in-demand careers in our region.

Each Adult School site will develop and use student intake forms that align with the demographics that the state is looking to track, including employment. At Monterey Peninsula College, we will look into possible ways to ensure that we are collecting the demographics that the state would like to see, but the intake forms that are in place will need to continue to be used at the college. Teachers and staff will report on student progress based on coursework as well as CASAS progress testing at the Adult School sites. We also have joined the Bay Area Community College Consortium to pool our money in order to develop the best possible opportunity to track student data in our region. In addition to this, we will be rolling out a new Adult Education Consortium website, social media, and advertising. Using this data, we hope to see improved numbers in enrollment, progress testing, graduation, and employment.

Our consortium has began the on-boarding process for Community Pro Suite, which will provide us with real-time authentic student data in regards to employment, college pathways to careers, improved wages, progress in school, etc.

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?
Curriculum Development	2 - Mostly not implemented	We had changes in administration at two sites. We also had our adult education coordinator transfer from being housed at MPC to being housed at Pacific Grove Adult School.	Bringing back the curriculum committee to begin alignment of each of our sites this year.	Successful implementation strategies by consortia throughout the state.

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).

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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?
Bay Area Region Community College Consortium	4 - Mostly implemented			
Curriculum Alignment	2 - Mostly not implemented	We had changes in administration at two sites. We also had our adult education coordinator transfer from being housed at MPC to being housed at Pacific Grove Adult School.	Bringing back the curriculum committee to begin alignment of each of our sites this year.	Successful implementation strategies throughout the state.
Units of Study	4 - Mostly implemented			

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.

Our consortium has began providing professional developments geared to all partners in our region instead of just providing professional developments specific for each site. This summer, we provided CASAS e-test professional developments provided by our Adult Education coordinator to members of all our school sites as well as the local workforce development board on-site at Pacific Grove Adult. We are looking to continue this strategy of providing professional developments as a group to ensure we are aligned as well as to build team rapport.

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?
Local 234 International Brotherhood of Electrical Workers	5 - Fully implemented			
On-Site Contextualized ESL Courses	3 - Somewhat implemented	We started with ESL for Medical Assistant courses at PG Adult, but found that it would be most useful to alter the course to be ESL for Medical Careers in general. This would provide students with more of a choice as to the direction that they would choose to take upon completion.	Working with ESL, CNA, and Medical Assisting faculty to further develop this curriculum. We are also looking at ESL for hospitality and child-care careers as well.	Successful programs highlighted by the state. Gallery walks.

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.

Both Carmel Adult School and Monterey Adult School will continue working with local businesses in our region to provide on-site Contextualized ESL Courses for employees who may need English Education. These sites will help by providing the resources necessary for the classrooms and materials while we will be providing the instructors and curriculum. We believe that these partnerships will continue to build overtime as more and more people and businesses become aware of what our Consortium can provide our region. These on-site courses will also be an excellent way for friends, colleagues, and family of the participants to learn more about all that we provide in the area. MAS will continue to work with local employees, chambers of commerce, and business associations to effectively design a short term certificate based program in hospitality. In addition, our consortium is looking into providing transportation between all of our sites. This way students will be ensured access to all the programs that we offer.

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	\$2,387,566	\$2,329,320	\$58,246
2016-17	\$2,410,582	\$2,287,694	\$122,888
Total	\$4,798,148	\$4,617,014	\$181,134

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

Over the past year, consortium members have struggled with various governance and communication issues. These challenges have been related to the different governance and decision making processes of school district members and the community college. School district members experienced challenges in receiving timely reimbursement of consortium funds along with a lack of program collaboration. As a result, consortium members opted to submit a request to switch to a direct funding model from CDE. Consortium members are hopeful that the new model will facilitate better service to the needs of adult education in our region. The school district members continue, however, to express a belief that the governance model detailed in the original state statute may not be conducive to serving the adult education needs of our region. Each Adult School will report their expenditures from their Grant allotment to the AB104 Coordinator. The Coordinator will work with the Fiscal Departments at each site to ensure that budgets are updated regularly monthly. The AB104 Coordinator will update, manage, and report AB104 Grant spending to the state. The Coordinator will consistently work with each Adult School site to ensure all members are consistent and up to date on grant spending and available funds. Site Budgets will be reviewed at monthly steering committee meetings and any changes to site plans for allowable expenditures will be discussed and approved by a committee quorum.

Due to the time required for reimbursements using our 2016/2017 Reimbursement Model for non-“MOE” funds, we have chosen direct funding for each of our Adult School sites to receive their budget allocations. The Coordinator of Adult Education will continue to work with each of the Adult Schools to ensure that we are following our Annual Plan and that our consortium will be up to date on expenditures and remaining budgets for each year’s grant. This will help quicken the process of implementation of our Annual Plan for each Adult School Provider.

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

Due to the difficulties we encountered in the previous years in regards to the fiscal agent model, our consortium has decided to move forward with direct funding. We are currently in the process of having the previous year's unspent funds distributed to each member of the consortium to ensure that our plans can be met without further hindrances.

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)

A handwritten signature in black ink is displayed within a dashed rectangular box. The signature is stylized and appears to be a cursive or semi-cursive script.

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