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## Section 1: Consortium Information

# Morongo Basin CAEP Consortium

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## Section 2: Comprehensive Regional Three-Year Plan

### 2.1 Executive Summary

On February 22, 2019, the Morongo Basin California Adult Education Consortium met to discuss the next three years of the consortium with [a detailed presentation](#). Before the meeting, individuals participated in a pre-planning assessment on the current status of adult education in the Morongo Basin. Each individual was asked to submit their assessment of the consortium using the [Program Quality Self-Assessment](#) and completing a [form](#) before the meeting. The consortium found three key areas to focus based on the assessment; Connection, Completion/Transition, and Entry. After a detailed conversation, plans were discussed to address each of the three areas to increase the rubric scores to an average score of 3.0. The goal of the 2019-22 plan will be to address the areas with the lowest average scores

Under the focus area connection, the consortium identified three additional areas to focus on using stretch goals for recruitment that is informed by data, and individuals being knowledgeable in programs offered. The consortium realized a formal recruitment plan that reaches out across partners is vital to improvement in this area. Over the next year, a formal plan will be developed and implemented by summer 2020.

Secondly, under the focus area completion/transition, the consortium identified three additional areas to focus on, including collaboration with partners, regularly assessing effectiveness, and shared systems to support transitions. A common theme within this focus area was data integrity and aligning work already being completed separately at each of the partners. The consortium was able to agree upon a 5% increase in key metrics such as increasing individuals served leading to success transition to postsecondary education. This will be completed by building infrastructure that aligns work using shared systems.

Finally under the focus area entry, the consortium identified three additional areas to focus including shared learning plans, early alert system, and common assessment, data, and placement policies. A theme that was relevant in other focus areas was data and the ability to share across systems. Additionally, consortium partners have started implementation around student centric policies and procedures including Career Technical Education programs, placement with multiple measures, and pathways to ensure completion of education goals. Through the planning process, consortium partners realize the importance to focus on collaboration across agencies to ensure successful pathways for individuals served. The consortium has developed plans to have shared learning paths, early alert systems, and common policies.

In summary, the consortium took a holistic approach in using the pre-planning assessment to identify key areas to focus for the next three years. Overall, the focus will be on improving data integrity to adjust educational pathways to ensure completion of individuals served. Some of the key projects are a recruitment plan, procedures to ensure individuals stay on their educational path, and clarifying the different pathways within the consortium.

- **Copper Mountain College status of previous three year plan:**

- Additional sites in 29 Palms and Yucca Valley by January 2017, completed Fall 2017 (ACCE East) and Spring 2018 (ACCE West).
- GED and HiSet Testing Site due by December 2016, approved Spring 2019.
- Add a short-term career component to the program due by December 2017, pending curriculum approval.
- Provide Child Care to SSC students due by September 2016, completed Fall 2016.
- Provide free transportation due by Spring 2017, completed Fall 2016.
- Free food for the SSC students due by December 2016, completed by KC Special Spring 2018.
- New Interactive Board due by May 2017, pending.
- Approval to provide EL Civics participation, completed Fall 2017.

- **Current CMC Adult Education Programs:**

- High School Completion Program for Adults
- GED Preparation Program
- English as a Second Language (ESL) and Civic Participation programs
- Math and English refresher classes (ABE)
- MASP -Military Academic Skills Program (ABE)

- **Changes and additions to CMC adult education offerings in the next three years:**

- Accommodate for AB705 by Fall 2020.
- Get approval to be Integrated EL Civics Program.
- Increase AHSD (15/16 -29 adults 9%, 16/17 - 21 adults 5%, 17/18 - 30 adults 7%, and 18/19 - 16 adults 5%) and GED (insufficient data, this will improve with the approval to administer the GED test) completion rate by 5%

- Morongo Unified School District status of previous three year plan:**

- Public Service Academy due by 2016/2017, achieved
- Health Science due by 2016/2017, achieved
- Radiological Dental Technician due by 2016/2017, achieved
- Hospitality, Tourism, and Recreation Strand due by 2016/2017, would like to expand culinary by 2021/2022
- Careers in Education Strand due by 2016/2017, Achieved

- Graphic Production Technologies Strand due by 2018/2019, DROPPED
- Game Design, simulation, and integration strand due by 2018/2019, DROPPED
- Information Support and Services strand due by 2018/2019, achieved
- Engineering and architecture strand due by 2018/2019, Tabled, part of MUSD 10 year plan
- Business strand due by 2018/2019, DROPPED

- **Current MUSD CTE Program Offerings:**

- Registered Dental Assistant
- Physical Therapy Aide
- Personal Fitness Trainer
- Pharmacy Assistant
- Pharmacy Technician/Clerk
- Unmanned Aerial Vehicle - Drone
- Cyber Security
- 911 Dispatcher
- Private Security Guard
- Instructional Assistant

- **Additional MUSD programs in the next three years:**

- Plan to expand Hospitality, Tourism, and Recreation strand to have Culinary by 2022.

## 2.2 Pre-Planning Assessment

On February 22, 2019, the Morongo Basin California Adult Education Consortium met to discuss the next three years of the consortium with [a detailed presentation](#). Before the meeting, individuals participated in a pre-planning assessment on the current status of adult education in the Morongo Basin. Each individual was asked to submit their assessment of the consortium using the [Program Quality Self-Assessment](#) and completing a [form](#) before the meeting. The consortium found three key areas to focus based on the assessment; Connection, Completion/Transition, and Entry. After a detailed conversation, plans were discussed to address each of the three areas to increase the rubric scores to an average score of 3.0. The goal of the 2019-22 plan will be to address the areas with the lowest average scores.

**Below are the scores of the planning retreat:**

| Area                  | Overall Score |
|-----------------------|---------------|
| Capacity              | 2.82          |
| Connection            | 2.40          |
| Entry                 | 2.69          |
| Progress              | 3.40          |
| Completion/Transition | 2.67          |

**Pre-Planning Assessment - Focus Areas**

| Lowest 3 for Connection  | Score |
|--|-------|
| 2.1.1: Programs use stretch goals for recruitment                | 1.8   |
| 2.2.1: Counselors and advisors knowledgeable of programs offered | 2     |
| 2.1.3: Recruitment is informed by data                           | 2.2   |

| Lowest 3 for Completion/ Transition                                     | Score |
|---|-------|
| 5.2.1: Program actively collaborate with partners                       | 2.0   |
| 5.3.1: Programs regularly assess their effectiveness using AEBG systems | 2.4   |
| 5.1.1: Members have shared systems and procedures to support transition | 2.4   |

| Lowest 3 for Entry   | Score |
|--|-------|
| 3.3.2: Learning plans are shared across agencies and drive academic and career planning. | 2.2   |
| 3.4.2: Early alert systems are integrated into programs                                  | 2.4   |
| 3.2.1: Provider have adopted common assessments and placement policies                   | 2.6   |

### Regional Service Providers

| Provider Name                      | Provider Type       | Address or location(s) where AE services are provided | Program Areas            |                          |                          |                          |                          |                          |                          |                          | If other, provide a brief description of services provided   |   |
|------------------------------------|---------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|---|
|                                    |                     |   | ABE                      | ASE                      | ESL                      | CTE                      | AWD                      | WR                       | PA                       | ACS                      |  |   |
| XYZ Agency                         | Business / Industry | 555 Adult Education Lane, Los Angeles, CA 90001       | X                        | X                        | X                        | X                        | X                        | X                        | X                        | X                        | X  | XYZ agency provides opportunities for students in Manufacturing Bridge Courses to Job Shadow. |
| Workforce Development Board        | County Services     | 800 Capitol Mall, Suite 1022 Sacramento CA 95814      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X                        | <input type="checkbox"/> | X                        | <input type="checkbox"/> | <input type="checkbox"/> |  |   |
| Dept of Children & Family Services | County Services     | 56311 Pima Trail Yucca Valley, Ca 92284               | <input type="checkbox"/> | Provides counseling, nutrition, and financial support to adult students in need.                                     |   |
| TAD Office - Yucca Valley          | County Services     | 56357 Pima Trail Yucca Valley, Ca 92284               | <input type="checkbox"/> | Provide financial, nutritional, educational, and employment search assistance and support to adult students in need. |   |
| TAD Office - Twentynine Palms      | County Services     | 73629 Sun Valley Dr. Twentynine Palms, Ca 92277       | <input type="checkbox"/> | Provide financial, nutritional, educational, and employment search assistance and support to adult students in need. |   |

|  |                |  |   |                          |                          |                          |                          |                          |                          |                          |                          |  |
|--|----------------|--|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| MBTA                                       | Transportation | 62405 Verbena Rd Joshua Tree, CA 92252                 | X | X                        | X                        | X                        | X                        | X                        | X                        | X                        | <input type="checkbox"/> | Provide transportation   |
| Yucca Valley Branch Library                | Adult Literacy | 57098 Twentynine Palms Highway, Yucca Valley, CA 92284 | X | <input type="checkbox"/> |  |
| Joshua Tree Branch Library                 | Adult Literacy | 6465 Park Blvd, Joshua Tree, CA 92252                  | X | <input type="checkbox"/> |  |
| 29 Palms Branch Library                    | Adult Literacy | 6078 Adobe Rd. Twentynine Palms, CA 92277              | X | <input type="checkbox"/> |  |
| Morongo Basin Coalition for Adult Literacy | Adult Literacy | 6078 Adobe Rd, Twentynine Palms, CA 92277              | X | X                        | X                        | <input type="checkbox"/> | X                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Tutoring for ESL, ABE, AWD, and ASE students and financial assistance by distribution of scholarships. |
| CMC Foundation                             | Foundation     | 6162 Rotary Way Joshua Tree, CA 92252                  | x | x                        | x                        | <input type="checkbox"/> | x                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Nutritional support, academic scholarships, and transportation services.                               |

### Funding for Adult Education Programs and Services

| Source and Type of Funds       | Funding Estimates<br>FY2019-20 | Funding Estimates<br>FY2020-21 | Funding Estimates<br>FY2021-22 |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| <b>State / Federal Funding</b> |                                |                                |                                |
| <b>AEP</b>                     | \$806350                       | \$806350                       | \$806350                       |
| <b>CalWORKs</b>                | \$0                            | \$0                            | \$0                            |
| <b>CCD Apportionment</b>       | \$350,000                      | \$350,000                      | \$350,000                      |
| <b>Corrections</b>             | \$0                            | \$0                            | \$0                            |
| <b>LCFF / District Funds</b>   | \$0                            | \$0                            | \$0                            |
| <b>Perkins V</b>               | \$0                            | \$0                            | \$0                            |
| <b>WIOA II</b>                 | \$64459                        | \$64459                        | \$64459                        |
| <b>Other</b>                   |                                |                                |                                |
|                                | \$0                            | \$0                            | \$0                            |
|                                | \$0                            | \$0                            | \$0                            |
|                                | \$0                            | \$0                            | \$0                            |
|                                | \$0                            | \$0                            | \$0                            |

|              |                    |                    |                    |
|--------------|--------------------|--------------------|--------------------|
|              | \$0                | \$0                | \$0                |
|              | \$0                | \$0                | \$0                |
| <b>Total</b> | <b>\$1,220,809</b> | <b>\$1,220,809</b> | <b>\$1,220,809</b> |

## 2.3 Community Need and Customers

| Data Description         | Count  |
|--------------------------|--------|
| Not High School Graduate | 5,644  |
| High School Graduate     | 10,346 |
| Some College             | 11,723 |
| Total Unemployed         | 2,768  |
| Population 18+           | 47,785 |
| Poverty                  | 8,464  |
| Illiteracy               | 601    |
| English Second Language  | 508    |
| 7th Grade Education      | 701    |

Source: ESRI and ACS Data for Morongo Basin

## 2.4 Identifying Goals and Strategies

### CONNECTION

**Pre-Planning Score - 2.40 => Goal- increase to 3.00 in 3 Years**

**Recruitment is informed by data:**

| Goal  | Action Needed  | Champion   | Due                   |
|---|--|--|-----------------------|
| Formal Recruitment Plan that includes Marketing | Create recruitment plan, informed by data to increase students served. <ul style="list-style-type: none"> <li>● Key metrics include:               <ul style="list-style-type: none"> <li>○ <b>Served:</b> 1 hour contact.</li> <li>○ <b>Participant:</b> 12 hours contact.</li> <li>○ <b>Skills gain:</b> Gain in pre/post test.                   <ul style="list-style-type: none"> <li>■ Post test at 40 hours</li> </ul> </li> </ul> </li> <li>● Job analysis from the Office of Institutional Effectiveness of possible non-credit certificate programs.</li> <li>● Include advertisement in shared documents. (banners, commercials, facebook, billboard, radio, etc.)</li> </ul> | <ul style="list-style-type: none"> <li>● Dean of Planning, Research, and Institutional Effectiveness (PRIE)</li> <li>● Key members at CMC and MUSD over marketing (TBD)</li> </ul> | April - December 2019 |

|                |                     |                          |                     |
|----------------|---------------------|--------------------------|---------------------|
| Formalize plan | Review and approve. | CAEP Executive Committee | January -March 2020 |
| Implement plan |                     | CAEP Executive Committee | May 2020            |

## **COMPLETION/TRANSITION**

**Pre-Planning Score - 2.67 => Goal- increase to 3.00 in 3 Years**

**Program actively collaborates with partners:**

| Goal  | Action Needed  | Champion   | Due         |
|---|--|--|-------------|
| Integrate job placement services between CMC and MUSD (combine with pay for certificates) | Job Developer to meet with and discuss job placement services between MUSD and CMC CTE programs. | Associate Dean of CTE and Developmental Education (Dev Ed) Coordinator | Spring 2020 |
| CMC pay for certification exams for adults that take CTE courses.                         | Internal decision for approval. Create rubric.   | Dev Ed Coordinator   | Spring 2020 |

**Programs regularly assess their effectiveness using AEBG systems**

| Goal   | Action Needed   | Champion   | Due                       |
|--|---|--|---------------------------|
| Agreed upon metrics at the Consortium level  | Discussion and agreement upon measurements of accountability given by the state.                                      | Dean of PRIE   | May 2019                  |
| Updated and adjust policies and procedures for data entry. <ul style="list-style-type: none"> <li>• Entry</li> <li>• Progress</li> <li>• Outcomes Q2 and Q4</li> </ul> | Meeting with Chief Instructional Officer and Student Success Center staff to assess current procedures of data entry. | Chief Instructional Officer (CIO) and Student Success Center (SSC) | July 2019 - December 2019 |

|                          |  |              |               |
|--------------------------|--|--------------|---------------|
| Data Report and analysis | Report out effectiveness of updated data based on adjusted policies to the consortium.<br>*Take suggestions for any adjustments. | Dean of PRIE | February 2020 |
| Adjusted data report     | Program specific data disaggregation for the purpose of goal setting using AEBG systems.   | Dean of PRIE | May 2020      |
| Annual data reports      | Implementation of agreed upon analysis and reports.  | Dean of PRIE | Summer 2020   |

**Members have shared systems and procedures to support transition:**

| Goals                              | Action Needed                                | Champion           | Due         |
|------------------------------------|--|--------------------|-------------|
| Align MUSD and CMC, CTE curriculum | CMC finish writing curriculum, get approval. | Dev Ed Coordinator | Summer 2020 |

## **ENTRY**

**Pre-Planning Score - 2.69 => Goal- increase to 3.00 in 3 Years**

**Learning plans are shared across agencies and drive academic and career planning.**

| Goals  | Action Needed   | Champion  | Due                               |
|--|---|---|-----------------------------------|
| <p>Provide current status of Guided Pathways Adoption at CMC</p> | <p>Share CMC's Quality Focus Essay (QFE) Project #2 with Consortium and current status.</p> <ul style="list-style-type: none"> <li>• <u>QFE</u></li> <li>• <u>Status with Timeline</u></li> <li>• <u>Pathways of Interests</u></li> </ul>   | <p>Dean of PRIE</p>   | <p>April 1, 2019</p>              |
| <p>Integrate guided pathways with MUSD</p>                       | <p>Provide cross training component CMC/MUSD. Have staff take on the role through the student lens and attempt to enroll in a program at CMC and MUSD.</p> <p>Example exercises performed at CMC.</p> <ul style="list-style-type: none"> <li>• <u>Jan. 2018</u></li> <li>• <u>Jan. 2019</u></li> </ul> <p>Build upon resources and plans being implemented to include non-credit as an entry point into Guided Pathways being developed at CMC.</p> | <p>Chief Instructional Officer, Dean of PRIE and Director of Secondary Curriculum</p> | <p>August 2019- December 2019</p> |

|   |  |  |                         |
|---|--|--|-------------------------|
| Develop pathways to CMC for MUSD CTE students (both HS seniors and adults) and CMC non-credit | Map out current programs at MUSD, ACCE East, ACCE West, and SSC to align with CMC Guided Pathways of Interest. | CAEP Executive Committee                 | Spring 2020             |
| Incorporate aligned pathways into Student Education Plans (SEPs)                              | Use mappings of non-credit to credit programs in SEP at CMC.   | Student Services, Student Success Center | Spring 2020 - Fall 2020 |

**Early alert systems are integrated into programs (see Quality Focus Essay Project #2 - This plan is already developed for Guided Pathways - Incorporate Non-Credit)**

| Goal  | Action Needed  | Champion   | Due         |
|---|--|--|-------------|
| Develop intervention teams based on student needs | Committee will assign a task force to incorporate four pillars in strategies to ensure students stay on the path | Executive Dean<br>Student Services,<br>CMC Counselors,<br>and Student<br>Success Planning<br>Committee | Fall 2019   |
| Develop a formal plan on intervention strategies  | Taskforce will complete plan with data needs   | Intervention Team<br>Taskforce   | Spring 2020 |
| Send plan for campus review                       | Receive campus feedback through participatory governance   | College Council  | Fall 2020   |

|                                   |  |                  |             |
|-----------------------------------|--|------------------|-------------|
| Implement intervention strategies | Start using plan on intervention to ensure students stay on path | Student Services | Spring 2021 |
|-----------------------------------|--|------------------|-------------|

**Providers have adopted common assessments, data, and placement policies**

| Goal   | Action Needed   | Champion  | Due       |
|--|---|---|-----------|
| Implement student tracking programs for Adult Education sites to be consistent with main campus programs.                | <p>Implement the use of a uniform system (eg.SARS - Scheduling And Reporting System, Grid) at SSC, ACCE West and East for attendance tracking and MIS reporting.</p> <p>Track and report progress on students' attendance, completion of non-credit courses, and enrollment in college courses to consortium.</p> | Executive Dean<br>Student Services,<br>Coordinator of Dev. Ed.  | Fall 2019 |
| Reduce barriers to enrollment in classes at all sites by using educational history and guided self placement procedures. | <p>Utilize Self-Report data from CCCApply to place students in appropriate courses.</p> <p>Collaborate with the RISE program for planning, placement and entry to CMC.</p>  | Coordinator of Dev. Ed.,<br>Non-credit Credit Counselor, Alt Ed Counselor,<br>Student Services, MUSD Counselors | Fall 2019 |

|   |  |  |                    |
|---|--|--|--------------------|
| <p>Increase collaboration with CMC main campus, adult education sites, and MUSD to support students with momentum points and transition to college courses.</p>   | <p>Non-credit Counselor will regularly meet with main campus counselors to streamline procedures for easier access to the main campus services.</p> <p>Counseling team will develop a program for students to transition from Dev. Ed to college credit bearing program.</p> <p>Develop a tutoring support program in collaboration with and consistent with existing campus tutoring supports across all sites.</p> | <p>Executive Dean<br/>Student Services,<br/>Coordinator of Dev. Ed., CMC,<br/>Alternative Ed Counselor</p>           | <p>Fall 2020</p>   |
| <p>Streamline and make available to all students, a uniform system for career interests and assessments to create an ongoing pathway for students from onboarding to completion of a degree or certificate.</p> | <p>Use same career assessments and workshops across all areas</p>  | <p>Executive Dean<br/>Student Services,<br/>Coordinator of Dev. Ed., CTE Counselor,<br/>Alternative Ed Counselor</p> | <p>Spring 2020</p> |

## Progress Indicators

*Provide three to five SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) objectives by which your consortium will assess progress and impact during the next three-year cycle. These objectives should map directly to your Logic Model activities, outputs, and / or outcomes, as these will be a driving factor for annual plans throughout the funding period.*

1. By January 2021, increase the usage of data to inform recruitment by using key metrics used by California Adult Education Program and increase number served by 5%:  
ESL/ELL: [78] to [82].  
MASP (ABE): [621] to [652].  
HSD/HSE (ASE): [480] to [504].  
CTE: [31] to [33].
2. By January 2021, align CTE curriculum at MUSD and CMC to clarify pathways. Additionally, setting a goal for job placement services as data integrity is completed.
3. By Spring 2021, completed alignment of non-credit to credit pathways by increasing postsecondary transition from non-credit to credit by 5%. Additionally, increasing participants after implementation of early alert systems by 5%:  
ESL/ELL: [36] to [38]  
MASP (ABE):[387] to [406]  
HSD/HSE (ASE):[235] to [247]  
CTE:[21] to [22]

## 2.5 Piloting and Implementation (Summary)

| Area of Focus                 | Specific Area Plan              | Goal(s)                         | Timeline (Estimated)  |
|-------------------------------|---------------------------------|---------------------------------|-----------------------|
| <b>Connection</b>             | Recruitment is informed by data | Recruit plan                    | April 2019 - May 2020 |
| <b>Completion/ Transition</b> | Collaborate with partners       | Integrate job services          | Spring 2020           |
|                               |                                 | Pay for certification exams     | Spring 2020           |
|                               | Regular assessment              | Agreed metrics                  | May 2019              |
|                               |                                 | Updated data entry procedures   | December 2019         |
|                               |                                 | Regular data reports            | Summer 2020           |
|                               | Shared systems                  | Alignment of curriculum         | Summer 2020           |
| <b>Entry</b>                  | Shared learning paths           | Aligned and integrated pathways | Spring 2020           |

|  |   |   |             |
|--|---|---|-------------|
|  |   | Include into Student Education Plans (SEPs)                                 | Fall 2020   |
|  | Early alert system                              | Developed plan completed  | Fall 2020   |
|  |   | Implement plan  | Spring 2021 |
|  | Common assessment, data, and placement policies | Student tracking  | Fall 2019   |
|  |   | Guided self placement   | Fall 2019   |
|  |   | Increased collaboration for momentum points and transition between partners | Fall 2020   |
|  |   | Uniformed career interests and assessment                                   | Spring 2020 |