

Adult Education Comprehensive Regional Plan

Monterey Peninsula



Full Draft: December 31, 2014
Adult Education Regional Consortium of the
Monterey Peninsula

Please note: *This is a working draft that documents the work completed to date on AB 86 Adult Education regional planning in the Monterey Peninsula Region. This draft reflects the best available knowledge collected in a short time frame and captures preliminary planning completed so far. Many contributors have been consulted in writing this draft, but many partners have not yet had a chance to contribute. Additional contributions and suggestions will be welcomed as planning continues. This draft has undergone minimal review and all parts of it are subject to improvement and revision.*

Updates: *All sections of this plan have been updated since the previous draft.*

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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 photography 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.

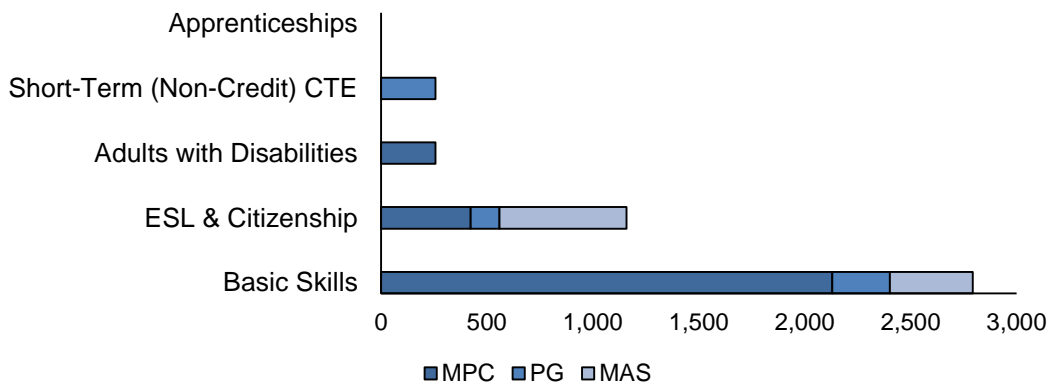
Table 1: Current Program Area Offerings by Provider

	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.

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
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 • Crosswalk members' Basic Skills offerings • Information and support to Basic Skills students • Explore MPC Basic Skills student need for GED® /HSD • Crosswalk ESL course levels and skill descriptors • ESL course articulation & articulation agreements 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: MPUSD & MPC and PGUSD and PGAE co-enrollment. • AWD info. and support; establish point of contact at each school; improve communication between and among K-12 and Adult Education providers • Crosswalk Computer/Tech course descriptions, levels, class locations and times; identify overlaps and gaps 	<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 HSD & ESL materials/textbooks • 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"> • Collect and distribute information on 3rd party PD opportunities and research/materials • Coordinate attendance to 3rd party PD opportunities • Training Workshops & Informational Resources on a variety of topics (During Flex Days, Staff Development Days, or other times when staff from all schools can attend together) • Encourage participation in the Steinbeck chapter, a local PD group for ESL teachers from any organization. • Collaborative Professional Learning Communities: Ongoing opportunities for educators work together on recurring inquiry, research, and job-embedded professional learning to improve student learning. • Mentoring: full-time faculty mentoring new part-time faculty • PD to support Objective 5 Strategies 	<ul style="list-style-type: none"> • MIIS masters program student projects 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 Workforce Investment Board, and Monterey County Chamber of Commerce to improve information about other Adult Education offerings and needs.

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

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Adult Education students are among some of the highest-need students our institutions serve. They are a diverse group with a wide range of needs, and bringing our schools together to serve them is not a simple task. However, our communities cannot afford to let these students go underserved or unserved. We are committed to working together to prioritize our students' needs — thereby serving our whole community.

Project Management Plan Narrative

Monterey Peninsula Region

The Monterey Peninsula Region, as defined by the Monterey Peninsula Community College District, reaches from Marina on our northern border south along the coast to the Monterey County line. Our Region includes the cities of Marina, Seaside, Sand City, Monterey, Del Rey Oaks, Pacific Grove, Carmel-by-the-Sea, and the Carmel Valley Village and Pebble Beach (Del Monte Forest) areas.

The Adult Education Regional Consortium of the Monterey Peninsula is committed to meeting the educational needs of the diverse population of adults in the Monterey Peninsula region. Our consortium members currently provide a variety of adult education programs in the area. Each member organization plans to continue to offer adult education programs in their communities. The consortium will also assess the Adult Education needs in our region as a whole and attempt to meet these growing needs.

Our Approach

Leverage our strengths: Our schools have successful track records and excel in providing a range of offerings. We can succeed together by leveraging our reputations and programmatic strengths.

Respect one another's expertise: Faculty, staff, and administrators from all of our member organizations bring valuable experience and expertise to the table.

Focus on equity: With limited funding and many unmet needs, our consortium will prioritize planning efforts on the highest need populations in our area, as determined with available data on income, access, and equity.

Provide responsibly: Each organization has a responsibility to help meet the need in our region, while offering financially sustainable programming and services.

Organizational Structure

Member Organizations

The members of this consortium include the Monterey Peninsula Community College (MPC), the Monterey Peninsula Unified School District's Monterey Adult School (MAS), and the Pacific Grove Unified School District's, Pacific Grove Adult Education (PGAE).

Our consortium Steering Committee membership consists of representation from each of our member organizations:

- Manuel Nunez, Monterey Adult School, Monterey Peninsula Unified School District

- Barbara Martinez, Pacific Grove Adult Education, Pacific Grove School District
- Michael Gilmartin, Monterey Peninsula College

Kevin McClelland and Celine Pinet are no longer Steering Committee members.

Our consortium's full-time coordinator, Morgan Matthews, started work in the beginning of September 2014. Allison Shelling completed excellent interim, part-time coordination work and transitioned those responsibilities to the full-time coordinator.

Partner Organizations

In addition to the official members of the consortium, several regional partners who support adult education will also be involved in developing the comprehensive plan. They will help create the plan and then either provide support or actually provide educational activities through the implementation of the plan. They include:

- Carmel Unified School District, Adult School
- Monterey County Workforce Investment Board
- Monterey County Office of Education, Alternative Education
- Monterey Institute of International Studies
- Monterey County Hospitality Association
- Defense Language Institute
- Community Hospital of the Monterey Peninsula
- Pebble Beach Company
- Monterey Bay Aquarium/Research Institute
- California State University Monterey Bay
- Small Business Development Council
- Monterey Business Council
- Association of Monterey Bay Area Governments
- Monterey County Community Foundation
- Monterey Salinas Transit
- Monterey County Probation Department
- Talbot
- United Way of Monterey County

Shared Leadership Strategies

In general, the Consortium will operate through a consensus of the members. A steering committee made up of representatives of each of the members will provide the primary leadership of the Consortium. This group will meet on a regular basis to provide guidance and direction to the activities of the Consortium. A committee chair shall be selected from the membership to run the meetings. Actions taken by this group shall be approved on the basis of a consensus of the members. The Consortium shall employ the services of a program coordinator who will oversee the day-to-day functions of the Consortium.

This person will provide a central point for information collection from the field and dissemination of decisions by the steering committee. Monterey Peninsula College will act as the fiscal agent for the AB 86 grant.

Description Planning Process

Our Consortium’s overall strategy is to include the most diverse, broad-based inputs possible in our planning process. Local experts with experience working with the adult population in the area will be given every opportunity to provide information and recommendations through our Expert Teams. Input from a variety of partners and from Adult Educations students will be gathered using community meetings. This local information will be supplemented through needs assessment research, included analysis of US Census data.

Expert Teams (Description of Teacher and Faculty Involvement)

To best leverage the diverse expertise of the members and partners, several small expertise-based teams were created based on the five program areas identified for the AB 86 planning efforts. Faculty and/or staff from each of the member organizations with specific expertise in each of the five AB 86 program areas will participate in these teams. Each expert team will be given the task of developing a response to each of the objectives in the overall plan. Our full-time coordinator facilitates and supplements our teams’ work and communicates it to consortium leadership.

Table 4: Expert Team Participants and Meetings to Date

Program Area	Participants	Meetings to Date
Basic Skills	Community College Faculty Community College Counselor Community College Staff Adult School Teachers	Summer 2014 September 2014 October 2014 November 2014 December 2014
Classes for Immigrants	Community College Faculty Adult School Teachers	Summer 2014 September 2014 October 2014 November 2014 December 2014
Short-Term CTE	Community College Faculty Adult School Teachers	Summer 2014 September 2014 October 2014 November 2014 December 2014
Classes for AWD	Community College Faculty Adult School Teacher Adult School Director Community Partners	June and October 2014- Individual Meetings; November 2014
Apprenticeships	Community Partners	Summer 2014

Note: This table only includes meetings with participants from more than one school or partner organization. One-on-one meetings with our coordinator are not included here.

Community Meetings and Partnership Building

Our consortium held two community meetings to build partnerships and gather community input about our region’s Adult Education needs and strategies for addressing those needs. We invited a wide range of community members to participate, including students, families, community partners, government partners, and business stakeholders. Outreach included invitation letters to organizations, fliers in English and Spanish, and verbal invitations.

The community meetings were spread both geographically and by time of day to diversify participation.

Table 5: Community Meeting Participation, October 2014

Date, Time & Location	Constituencies Participating	Number of Attendees
Monday, October 27th from 6-7:30pm at Hayes/Central Coast High School Gym, 200 Coe Ave, Seaside	Students	44
	Teachers	12
	Other School Employee	15
	Business Partners	0
	Other or Not Specified	19
	Total	90

Date, Time & Location	Constituencies Participating	Number of Attendees
Tuesday, October 28th from 10-11:30am at Pacific Grove Adult School Multi-Purpose Room, 1025 Lighthouse Avenue, Pacific Grove	Students	38
	Teachers	12
	Other School Employee	10
	Business Partners	5
	Other or Not Specified	24
	Total	85

The goal of the meetings was to listen to our community. Therefore the meetings were participatory, with the majority of time dedicated to soliciting, documenting, and prioritizing input on the community needs and strategies to address those needs in the five AB 86 Program Areas. For more information on our partners and the information gathered at these meetings please see the full description of the community meetings in the Objective 2 narrative.

Needs Assessment Data

Our consortium contracted with a part-time consultant to analyze data on the Adult Education needs in our region, and the preliminary results of this analysis are included in our Objective 2 narrative. In addition to the required enrollment and cost data, the analysis also includes demographic and economic data on our region.

Writing and Review of Draft Plan

The five expert teams will review current program offerings, research promising practices, develop strategies to address gaps in services, and propose new courses or programs to address projected needs. The teams will review existing programs to identify methods of increasing student success, aligning programs for improved transitions between institutions, and streamlining programs so students can progress in an efficient manner. The Coordinator will gather the Expert Teams' findings, present them to the Steering Committee, and incorporate recommendations into the overall regional plan.

A draft of the plan will then be circulated to each of the institutional members for review via their own internal processes. The Steering Committee will examine and consider any comments, suggestions, additions, or edits. A final draft will then be created and circulated to the members for approval and submission to the state.

Communication Plan

All steering committee meetings will have notes published summarizing any discussion and clearly describing any actions, responsible team members, deliverables and dates by which action is to be completed. These will be provided to each district after each meeting. Reports from the expert teams will be requested by the steering committee.

Draft reports will be prepared by the Coordinator and provided to the members in advance of meetings. Before the adoption of the draft comprehensive plan, each member district will receive a copy for distribution and discussion. Any comments, suggestions, recommendations, or other feedback that is received will be reviewed by the steering committee prior to adoption of the plan.

Objective 1 Narrative (What We Have)

Section Overview

This section provides a description of the current Adult Education program offerings in the Monterey Peninsula Region, including current services by program area and an overview of regional strengths and challenges. The adequacy of these programs will be addressed in the following section for Objective 2.

Table 6 below summarizes the AB 86 aligned programs offered in our region by provider.

Table 6: Current Program Area Offerings by Provider

	Basic Skills, HSD, ABE, GED® Prep.	ESL/Citizen-ship/Workforce 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.

Regional Strengths

Our region's strengths include the range and flexibility of our current offerings, early success in planning, and differentiated offerings.

Our region has three schools providing Adult Education programs, and we can rely on the expertise of the current faculty, staff, and administrations of our member schools. We have experienced early successes in the beginning stages of collaboration on AB 86 planning Expert Teams. Expert Team members are coming to the table to meet in a respectful, collaborative, and productive atmosphere. We also had success in engaging the community with two interactive community meetings in October 2014.

Our current offerings are flexible, geographically dispersed, and differentiated to our students' needs. The Adult Schools offer flexibility through open enrollment, different options for class times, and flexible pacing. The Adult Schools are also able to tailor their offerings to students with different needs and goals.

Our ESL programs are differentiated to serve populations that speak different first languages. Monterey Adult School services a predominantly Spanish

Objective 1 Narrative (What We Have)

speaking ESL population, while PGAE serves a group with a wide variety of primary languages, and MPC serves a mix.

Regional Challenges

The Adult Education providers in our region have a history of working separately. We need to build collaboration by strengthening relationships, building lines of communication, and developing trust. In some program areas there is a history of competition within our consortium members, as well as between regions. Our goal is to develop clear differentiation between our roles to facilitate collaborative work.

Some planning participants have limited experience working with the Adult Education population in general, or with some segments of this population. This may initially limit our understanding of regional needs, appropriate responses, and ideas for collaboration. Some participants also bring perceptions of the Adult Schools and Community College roles that may initially limit ideas for collaboration (both community and faculty/staff/administration perceptions).

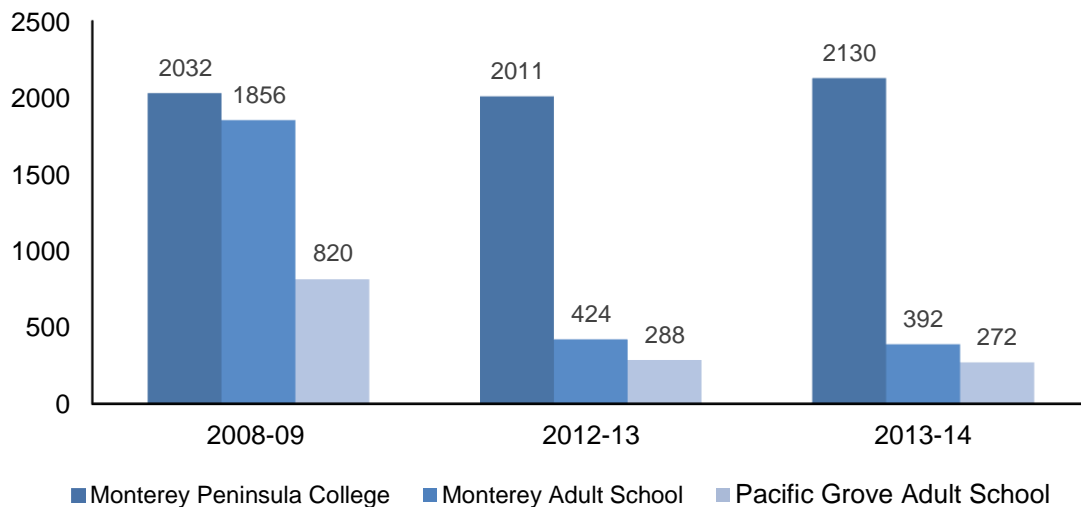
Programming for Adults with Disabilities, Apprenticeships, and Professional development are area where our region has opportunity to improve.

Program Area #1 Elementary and Secondary Basic Skills

Program Area Summary

Monterey Peninsula College (MPC) has an extensive program of credit, non-credit and enhanced non-credit secondary basic skills courses. These courses are offered through the college’s English and math departments. The local adult school partners, Monterey Adult School (MAS) and Pacific Grove Adult Education (PGAE), also offer programs. The Adult School programs in this area focus on GED® test preparation, High School Diploma, and Adult Basic Education.

Figure 2: Basic Skills Enrollment, by school over time



Source: Local administrative data.

As shown in Figure 2, current enrollment is substantially higher at Monterey Peninsula College than at the Adult Schools. However, Monterey Adult School enrollments were almost as high as the college’s in 2008-09. Pacific Grove Adult Education has had a smaller program, even in 2008-09, but enrollments were approximately three times higher there in 2008-09 than in 2013-14.

Pacific Grove Adult Education (PGAE)

Pacific Grove Adult Education’s The Learning Center offers high school diploma (HSD) and general education development (GED®) test preparation classes in an independent study setting. We have a flexible schedule with five morning classes and three evening classes per week (M–F, 9:30am–12:30pm; T–Th, 5:00–8:00pm).

Students are required to attend school at least three hours each week, and are encouraged to attend more. To accommodate a variety of real-world schedules, students may enroll at any point within a session. Each new student completes a

Objective 1 Narrative (What We Have)

standardized enrollment form that captures personal information and educational background.

New students meet individually with a department member to discuss their needs and goals. PGAE also requests and reviews transcripts to determine what credits are needed to complete a high school diploma, and help students decide whether a diploma or GED® test preparation course of study would be best for them. PGAE also assists students in preparing for the California High School Exit Exam (CAHSEE), California High School Proficiency Exam (CHSPE), and trade school exams as the need arises.

When entering the Learning Center, students are given a Comprehensive Adult Student Assessment Systems (CASAS) reading comprehension or mathematics tests and placed into the appropriate level of instruction. Additional CASAS tests are administered periodically to gauge progress and at completion.

Teachers work with each Learning Center student to design an individual plan of study. PGAE provides curriculum, textbooks and study materials, practice tests and one-on-one guidance. Students work independently and at their own pace. Teachers track attendance and academic progress to help students overcome any difficulties they may encounter (academic or personal) and to give support and encouragement. Volunteers from the community contribute additional support through tutoring in the classroom.

In addition to the standardized curriculum, each Learning Center student in the HSD program completes a Graduation Portfolio. The goal of the Graduation Portfolio is to assist students with academic and career planning. By evaluating career interests more thoroughly, students will be prepared to pursue the academic or vocational paths necessary to meet their career goals following high school graduation. Students are required to take a self-assessment inventory (often through the MPC Careerlink website), research three career areas of interest, and interview people who work in those careers. Students then write a resume and cover letter and participate in a mock job interview to give them the tools to succeed in the current job market.

For GED® test preparation students, in addition to content-specific skill building, the Learning Center emphasizes strategies for test taking, time management, and computer literacy. Students are also encouraged to sign up for online GED® practice tests, now that the GED® test has switched to computer-based testing. PGAE also has a limited amount of Spanish language GED® test preparation materials.

Monterey Adult School (MAS)

Monterey Adult School offers three GED® Test Prep courses and three High School Diploma (HSD) courses, as well as Adult Basic Education on an individual assignment basis.

Placement Assessments

Monterey Adult School (MAS) uses Comprehensive Adult Student Assessment Systems (CASAS) reading comprehension and mathematics tests to determine the most appropriate placement for students in Adult Secondary Education (ASE) courses and to assist in developing an individualized plan for each student to achieve his/her goals.

Flexible Class Scheduling & Format

MAS ASE-level students have the option of attending one or more of the three class periods offered. Class times are 9 a.m. to 12 p.m., 1 to 3:30 p.m., and 6 to 8:30 p.m. Monday through Thursday. The 9am to 12pm morning class is run as a pre-ASE class, and students functioning at or below a 7th grade level are encouraged to attend at that time. Students who place at a pre-ASE level but attend the afternoon or evening class do not receive the same level or amount of directed instruction that could be crucial to their advancement in reading comprehension and mathematics, although afternoon and evening class instructor(s) try to assign these students appropriate materials to improve basic skills.

ASE-level students primarily work independently to complete assignments towards high school diploma (HSD) credits or prepare for GED[®] testing. Assignments may be text-, computer-, or project-based depending upon the needs and goals of the student. Pre-testing in as many academic subjects as possible is done to accelerate the student's progress toward HSD. Areas of deficiency are determined and assignments given, as needed.

A new, optional class was added in the fall 2014 semester. Students may attend a class one afternoon each week from 1 to 3:30 p.m. to explore their skills, interests, aptitudes, preferences, and values in relation to a career. Students focus on a new topic every 1-2 weeks to build a plan for their future.

Counseling

MAS has two part-time counselors, and their main focus is doing review for HSD. They review how many credits students have, what they need, and what educational goal would be a good fit.

GED[®] Test Center

MAS is currently creating a computer-based testing center, but the project requires more resources and time than originally anticipated. As of January 2014, the only way to take GED[®] test is on the computer (except incarcerated individuals can take a written test).

Monterey Peninsula College (MPC)

MPC Basic Skills Math

MPC's basic skills math offerings include the following courses:

- MATH 381 Preparation for Beginning Algebra: 1 unit • Pass/No Pass
- MATH 360 Arithmetic: 3 units • Pass/No Pass
- MATH 351 Pre-Algebra: 3 units • Pass/No Pass
- MATH 261 Beginning Algebra: 4 units • Letter Grade
- MATH 440 Supervised Tutoring: 0 units • No Credit

MPC offers basic skills math classes at the Monterey campus, the Marina Education Center, and online.

MPC Basic Skills Math: Placement

Prior to assessment, students choose from among four math assessments, each designed for placement into different levels of math. Before students decide to take one of four math assessments, students can work the problems on the math assessment practice examples.

Basic Skills Math: Course Content and Pedagogy

The Math Department is committed to use a variety of teaching modalities and technologies to help basic skills math students succeed in their educational goals by increasing their mathematical skills, enhancing their abilities to think quantitatively, solving mathematical problems effectively, and judging the reasonableness of their results. Some students suffer from math anxiety, and the developmental math instructors will help students overcome their anxieties and gain their basic math skills so that they are able to pass their developmental math courses.

MPC has explored innovative ways to support students and accelerate them through the developmental math sequence. Two years ago the Beginning Algebra course was offered in conjunction with the Intermediate Algebra and Coordinate Geometry course in an 8 weeks plus 8 weeks intensive format with a supplemental tutor/counselor. (Both courses are applicable to the Associate Degree, but Beginning Algebra is similar to non-credit offerings at other colleges.) The following year this same format was repeated without the tutor/counselor. Also, in summer of 2014 a range of basic skills math courses were all offered as shorter, 7 week courses.

In Spring 2015 the Math Learning Center Coordinator, an adjunct math faculty member, and student tutors will be provide instructional assistance for groups of basic skills math students outside of the MLC. Students in Math 360 and 351 are not consistently accessing the services of the MLC, so this project will try providing instructional assistance in a separate, quieter space.

MPC Basic Skills Math: Math Learning Center

The Math Learning Center (MLC) offers drop-in tutoring for students enrolled in mathematics courses or courses requiring mathematics skills. Instructors and

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tutors are in the MLC to help students understand the concepts they are learning in class. Students may sit in the MLC and work on their homework, asking questions when they arise. The MLC also offers occasional content-specific workshops providing students the opportunity to further practice and learn difficult concepts. The Math Learning Center also offers drop-in tutoring at the Education Center in Marina. A small computer lab in the MLC is available for students to work on their online mathematics courses and homework. Also, students may reserve a separate study room to meet with a study group.

MPC Basic Skills English

MPC Basic Skills English: Reading & Writing Course Offerings

MPC offers a certificate of completion in English Basic Skills. Currently, there are two strands of English basic skills courses: reading and writing. Each strand has two 4 unit courses and accompanying labs (reading credit courses are English 322 and 302; writing is English 321 and 301). MPC is currently planning to blend these two strands into one in fall 2015, using the Integrated Reading and Writing approach.

MPC also offers courses ranging from 0-1 units through the Reading Center and the English and Study Skills Center (ESSC). These centers have drop-in and attached-to-class-lab services for basic skills and other English students. The Reading Center has a kinesthetic approach to the teaching of reading. Students are tested to see what particular areas their reading they have weaknesses in, for example decoding versus visualizing and verbalizing what they've read. The English Study and Skills Center offers support for study skills, writing on computers, grammar, and vocabulary in addition to labs attached to writing sequence courses.

MPC Basic Skills English: Placement Assessments

Placement into these courses is done through the MPC English Placement Test, which assesses both reading and writing proficiency using multiple measures. Our consortium anticipates a change in this placement test when the State requires use of the Common Assessment. Once students enter the reading and writing courses (and starting fall 2015 the IRW courses), they are further assessed by staff/instructors at the Reading Center to see what reading weaknesses are present. The assessment used is the LAC test, which assesses phonemic awareness.

The Reading Center also offers testing for schotopic sensitivity (Irlen's Syndrome). This is a common reading weakness, and once testing is done, guidance is given to the student on how to alleviate the symptoms of this syndrome, like through the use of colored paper.

Partners

More outreach is needed to understand what other basic skills programs are offered in the Monterey Peninsula region and how our consortium may be able to collaborate with them.

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The Monterey County Adult Literacy Program offers a program called Read with Monterey County Free Libraries. To participate in these offerings, people need to have conversational English skills. New participants fill out a form and the literacy department pairs tutors with learners. They set up times for the pairs to meet, usually in the library.

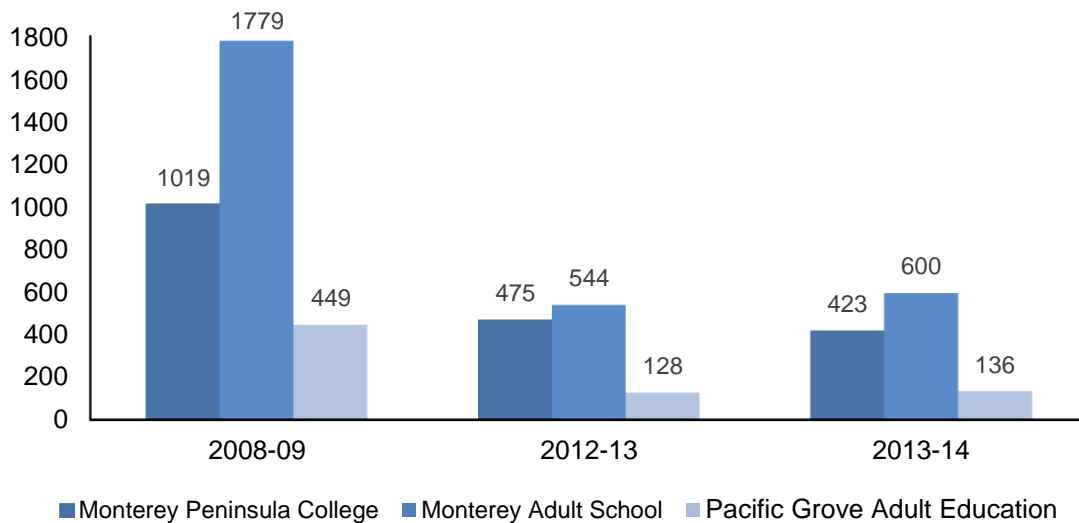
PGAE has a close relationship with both the Monterey County Jail and The Bridge program for people with substance abuse problems and life challenges. PGAE also works in conjunction with the MCOE to provide course materials to juvenile offenders.

Program Area #2 Programs for Immigrants: Citizenship, English as a Second Language, and Workforce Preparation

Program Area Summary

Monterey Peninsula College offers a complete multi-stranded English as a Second Language program with six levels. The college courses are targeted at earning a certificate and transferring, with a focus on preparation for college-level academics. The local Adult Schools offer English as a Second Language with a different course structure than the college. Adult School courses are more flexible and can be tailored to fit personal education goals, often with an emphasis on speaking proficiently.

Figure 3: ESL Enrollment by school, over time



Source: Local administrative data.

As shown in Figure 3, all of the ESL programs in the region used to be much larger but have been reduced due to funding limitations and low enrollments. Low enrollments may be associated with the economic downturn, as students face difficult tradeoffs when balancing between work and education. Monterey Adult School also used to have a much higher older adult population in its ESL courses.

Monterey Adult School (MAS) currently offers one citizenship course. Currently that course is the only citizenship offering provided by our consortium. Pacific Grove Adult Education (PGAE) offered a citizenship course in fall 2014, but it was cancelled because of a lack of enrollment.

Current Offerings

Monterey Peninsula College (MPC) ESL

Courses

Monterey Peninsula College's ESL program has six levels, and level six is one level below transfer. The college offers both credit and non-credit options for levels one through five, unlike most Community Colleges. Credit and non-credit students are mixed together in the same classrooms. The courses are separated into three strands: speaking and listening, writing, and reading. The ESL department also offers the transfer-level college composition class, English 1A. English 1A and level 6 of ESL are offered for credit only.

Students taking non-credit courses can earn intermediate (level 3) and advanced (level 5) Certificates of Completion, and the college receives enhanced non-credit funding for those courses (because non-credit courses have no fees). MPC also offers several courses credit/noncredit outside of the course sequence (pronunciation and conversation). The classes are geared towards certificate and transfer goals, with a focus on preparation for college-level academics.

Classes are offered at the main campus in Monterey in the morning, afternoon, and evening. Levels one through three are also offered during the evening at the Marina location.

The MPC program is offered as traditional college courses, and is therefore less flexible and more demanding than the Adult School programs. In addition to these differences in course format and the differences in goals discussed above, the two types of schools also offer somewhat different levels. Level one ESL at MPC is not a zero level course, and therefore MPC faculty refer zero level students to the Adult Schools.

Placement, Fees and Enrollment

There are only two state-approved placement tests for Community Colleges, Compass® and ACCUPLACER®. MPC used to use Compass and is currently piloting ACCUPLACER® in conjunction with a written assignment.

Students pay a \$35 flat student registration fee, after which they can take as many noncredit classes as they want. The fees for taking credit Community College courses can be around \$1,000 per class for non-resident tuition. Otherwise, credit class fees are \$46.00/unit. (For example, a 4-unit class would cost \$35.00 + \$184.00.) In July of 2015 Community College funding will be the same (equalized) for credit and noncredit offerings.

Students must enroll in semester-long courses by certain cut-off dates. There are some potential barriers to registering for out of state students and immigrants. MPC classes have a minimum of 15 students and close at 28-30 students (or as high as 40 for lower-level courses).

Monterey Adult School (MAS): ESL & Citizenship

ESL Courses

MAS offers ESL classes in both the morning and the evening at their Seaside location and in the morning at the Naval Postgraduate School (NPS). There are three levels offered: literacy/beginning low (for students with no experience), beginning high/intermediate low, and high intermediate/low advanced. All classes are multi-level at both the Marina campus and NPS.

Students can come to either the morning or evening sections as their schedules permit. The content focus is on grammar, reading, writing, speaking, life skills and day-to-day skills. All areas of the curriculum are taught in the same class, and EL Civics is taught in all the ESL classes. No official certificates are offered, but paper certificates are given to recognize certain hours of work completed.

NPS is the highest enrollment location. Those classes are for spouses of service staff and service members or for students who possess military access (they are not open to the public). Students at the NPS location generally attend for a short period of time.

ESL Placement, Fees and Enrollment

MAS uses the CASAS placement test, written tests, and oral tests. Enrollment fees are \$25 per semester. MAS tries for an *average* class size of 15-25 students. The Seaside (King) site offers childcare for a limited number of students.

Citizenship Courses

Monterey Adult School offers one citizenship class. This course includes an EL Civics component that covers American Government for EL students. In fall of 2014 class is Tuesday nights from 6-8:30pm. There were five students enrolled in the course as of October 2014.

Pacific Grove Adult Education (PGAE): ESL & Citizenship

ESL Classes

PGAE offers three levels of ESL American Language, Culture and Life Skills courses: Level A (beginning literacy and low beginning), Level B (high beginning and low intermediate), and Level C (high intermediate and advanced). The Level A class currently has very low enrollment (about 5 students in fall 2014). Level C is always the largest class (about 20 students in fall 2014).

ESL classes at PGAE include conversation, grammar, paragraph writing, and reading skills. In all levels, the students learn about American customs, culture and history. All levels also learn life skills through the text *Exploring English*. *The Oxford Picture Dictionary* is also used for vocabulary and life skills.

In Level B and C classes, students learn writing skills, reading skills, listening and speaking skills. Students practice conversation skills in pairs and groups, and in the Level C they spend part of one day a week talking with volunteer native speakers. All students in Levels B and C practice academic writing. Students

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also spend two hours a week in a computer lab using listening and writing skills DVDs. Students have the flexibility to work independently at appropriate levels and on appropriate skills.

At the end of fall and spring sessions, PGAE gives certificates to all students indicating their level and hours attended.

ESL Placement, Fees and Enrollment

PGAE uses the CASAS placement test. Level B students have CASAS scores between 200 and 220. Level C students have CASAS scores between 220 and 250 with most above 230.

Enrollment is \$95 a session, or \$85 for Pacific Grove residents. Fees are for 10-week sessions, and there are four 10-week sessions per year. Students may register and begin classes at any time. PGAE does not offer childcare.

Citizenship

PGAE tried to offer a citizenship class in fall 2014 and was not able to find potential students. It may be that there is not a large need for citizenship classes in Pacific Grove. However, there is a large non-citizen population in the area, so more outreach may be needed to determine the need.

Student Needs & Preferences

Level C students are generally highly educated students—often spouses of MIIS students, DLI instructors or NPS students. PGAE serves students with a wide variety and high number of different first languages. Therefore, it is important that instruction is in English. Often, PGAE receives students who say that they don't want to learn in Spanish.

Calls to the school indicate a need for evening ESL classes and childcare for the children of morning ESL students. Students also value the flexible, self-paced learning environment that allows them to balance other obligations.

Partners

More outreach is needed to understand what other basic skills programs are offered in the Monterey Peninsula region and how our consortium may be able to collaborate with them.

Catholic Charities offers immigration and citizenship assistance in their Salinas office, which is outside the Monterey Peninsula region, but nearby.

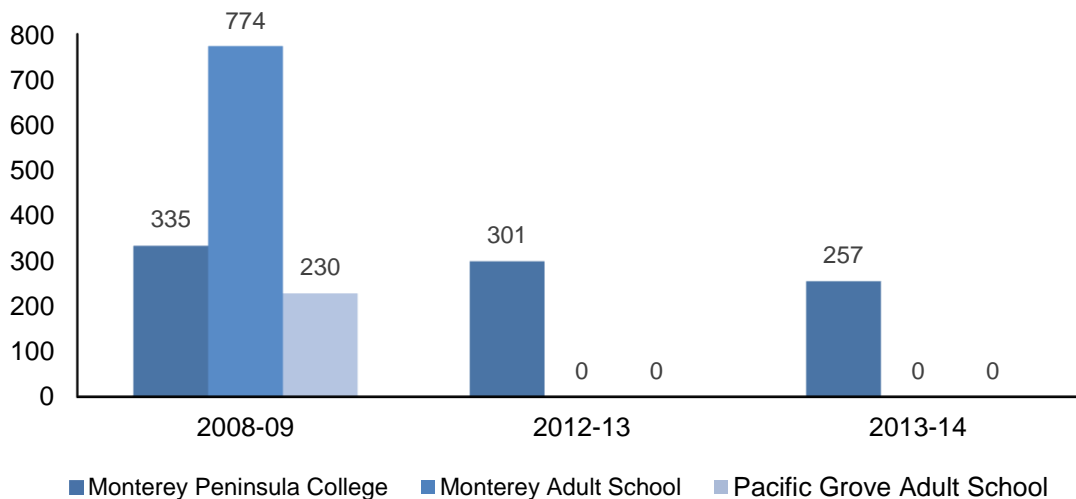
Carmel Adult School in the southern portion of our region has offered ESL classes in the past. At this time they do not offer any programs covered by AB 86, but only have Community Education and Co-Op Pre-School. We do not anticipate that they will offer ESL classes again. Therefore there may be an unmet need for ESL classes in the southern portion of our region.

Program Area #3 Programs for Adults with Disabilities

Program Area Summary

The Monterey Peninsula Region has very few offerings for Adults with Disabilities relative to other AB 86 qualified program areas. As shown in Figure 4, both Adult Schools had robust enrollments in 2008-09, but no longer have any offerings in this area. Enrollment in the Monterey Peninsula College offerings has decreased since 2008-09, but by just less than 25 percent.

Figure 4: Enrollment in Programs for Adults with Disabilities, by school over time



Source: Local administrative data.

Pacific Grove Adult Education (PGAE)

PGAE leadership and staff members see a high need in their community for courses that target the overlapping populations of Adults with Disabilities and Older Adults. PGAE is interested in adding programming in this area.

Current Offerings

Pacific Grove Adult Education does not currently offer classes specifically for Adults with Disabilities, but does offer fitness classes that serve some members of this population. PGAE also provides some courses in this area that are not open to the public at residential locations: The Del Monte Assisted Residential Care (music appreciation, mixed media), Forest Hill Manor (sit and fit exercise for limited mobility), and Canterbury Woods (arthritis and Parkinson's offerings). PGAE also used to offer classes at Pacific Grove Convalescent, Canterbury Woods Medical Center, Forest Hill Manor Medical Center, and Gateway Center.

Past Partnership with Gateway Center

The Gateway Center of Monterey County, Inc. (Gateway Center) is a private, not-for-profit community based organization which provides a wide range of services, including residential care, developmental training, and activity programs for adults ages 18 and over, with intellectual disabilities. They serve men and

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women in a range of ages into their 60s, and their population is aging. The residents have various levels of intellectual disabilities.

PGAE had an on-site program at Gateway with art, Adult Basic Education (reading and math), cooking, and life skills classes. Classes were suspended when funding was but because it was difficult to change to a fee-based structure. Adult Education courses offered residents important opportunities for education, stimulation, exposure to additional staff.

HOPE Services also began helping with job placements and workshops while PGAE was partnering with Gateway. HOPE pulled residents out of Gateway during the day and worked with them off-site. When this happened, the residents that HOPE wasn't already working with weren't a good match for Adult Basic Education classes, but PGAE continued to work with them on fitness and mixed media (music, and other classes to help stimulate residents and keep them engaged).

Monterey Adult School (MAS)

MAS does not currently offer classes for Adults with Disabilities or Older Adults. There is some discussion as to whether Older Adult classes as they were previously conducted have any place in the future offerings of adult schools. Monterey Peninsula Unified School District (MPUSD) and MAS prefer to focus on the college and career readiness aspect of the mission of adult education at this time; if there is a need for other types of classes, MPUSD will explore the possibilities and opportunities in collaboration with the regional consortium.

Many of MAS's past offerings for Adults with Disabilities served the Older Adult population. All of these offerings are currently suspended:

- **Stroke, Handicapped Adult Rehabilitation and Education (SHARE):** This program was offered on Tuesday/Thursday from 9 a.m. to 2 p.m. at 200 Coe Avenue, in collaboration with Visiting Nurse Association Community Services (VNACS). At one time, the program had an occupational therapist, physical therapist, and speech pathologist to instruct post-stroke adults in continued exercises and life skills. Students with other neurodegenerative diseases such as Parkinson's Disease and early stage Alzheimer's Disease also attended and benefitted from the instruction provided. This program was discontinued in 2008 because of lack of funding through Area Agency on Aging and adult education funding cuts.
- **Alzheimer's Day Care Resource Center (ADCRC):** This program was offered on Monday/Wednesday/Friday from 9 a.m. to 2 p.m. at 200 Coe Avenue, in collaboration with Visiting Nurse Association Community Services (VNACS). The purpose of this class was to provide instruction, exercise, and life skill support for persons with progressive, degenerative cognitive diseases such as Alzheimer's disease, Lewy body dementia, or dementia resulting from cerebrovascular accidents (CVAs). A secondary purpose for this class was to provide educational opportunities to the community and to family caregivers through classes, seminars, and

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support group. Another purpose for this class was to offer family caregivers an opportunity for a respite from the rigor of providing 24-7 care. This program was discontinued in 2008 because of lack of funding through Area Agency on Aging and adult education funding cuts.

- Older adult classes were conducted at multiple residential care facilities in Seaside and Monterey. These community classes were discontinued at the time of funding cuts and the flexibility of adult education funds.

Monterey Peninsula College (MPC)

Access Resource Center

The Access Resource Center (or ARC, formerly Supportive Services and Instruction) at MPC provides support and services to students with disabilities based upon academically-related functional limitations. The services and accommodations provided include: Learning disability assessment (C.C.C. eligibility model), adaptive equipment access or loan, classroom testing accommodations, in-class note takers, interpreters, liaison with campus programs and/or community agencies, readers and scribes, registration assistance, and specialized counseling.

Examples of class topics are:

- Strategies for Attention Deficit Disorder
- Introductory Computer Skills Lab
- Assistive Technology Applications and Projects
- Learning, Reading, Writing, Math, Thinking & Reading, Self-Advocacy, Auditory Processing Strategies Labs
- Reading, Writing, and Math Skills Development Classes
- Thinking and Reasoning Skills
- Career Exploration and Job Search Strategies
- Job Readiness

In order to participate in this program, MPC students with disabilities must complete an Application for Access Resource Center; submit a professional verification of their disability or arrange for a Learning Skills Assessment, where indicated, through the Access Resource Center; complete a Student Educational Contract; and make measurable progress toward their educational goals. Supportive Services and Instruction does not provide personal attendant care; students must be able to negotiate the campus facilities independently.

The ARC is open from 8am to 4pm Monday through Thursday and 8am to 12 pm Fridays. Evening services may be arranged with adequate advance notice. ARC students have access to technology supports through the Adaptive Computer Technology Lab and the Computer Assisted Instruction Lab (offered by the High Tech Center).

Courses

MPC offers two sections of the Reading Strategies and the Writing Strategies labs—one section strictly for students who are in the Learning Skills lecture class

Objective 1 Narrative (What We Have)

and the other section for students to get support for any other classes they are enrolled in (often English basic skills classes). ACS counselors, as well as EOPS and TRIO staff members, often recommended that students take those labs. However, students don't have to be referred by instructors to take the courses. Students don't have to have a verified disability to take the labs, but by law 51% of students in the class have to have a verified disability. (This requirement hasn't presented a problem in the past.)

Learning Skills courses generally need to have exactly 14 students to be offered—not more or fewer. (A few courses have slightly different minimums.) The ARC is currently examining its course repeatability limits to ensure compliance with the Student Success and Support Plan mandates.

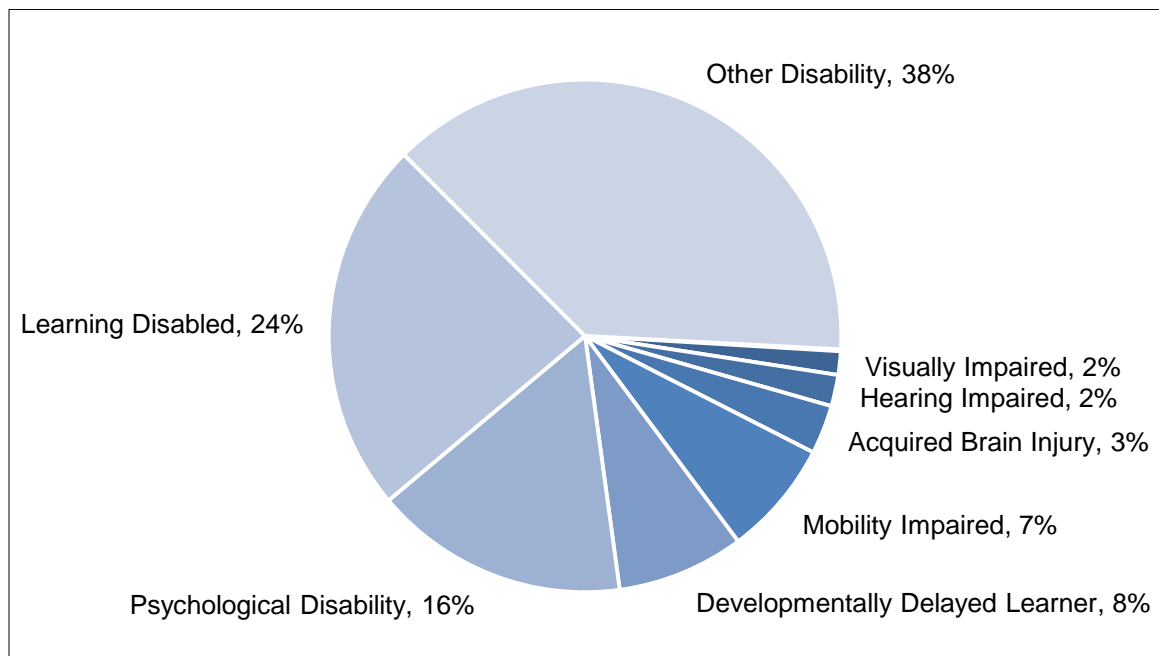
Assessments

MPC provides learning skills assessments to identify student disabilities, but has limited capacity to do so. MPC faculty have advocated to maintain this service. There is a high demand for learning skills assessments, and MPC runs a wait list for assessments. MPC currently prioritizes students enrolled at MPC who don't already have a documented disability. The CalWorks program also provides these assessments for students who meet their eligibility requirements.

Demographics of Students served by the MPC Access Resource Center

As shown in Figure 5, the most common types of disability among students the ARC serves are learning disabilities and "other" disabilities (such as ADD and autism).

Figure 5: Disability Types, Students Served by the MPC Access Resource Center 2012-13



Source: California Community College Chancellor's Office, Access Resource Center Summary Report, 6/4/2014.

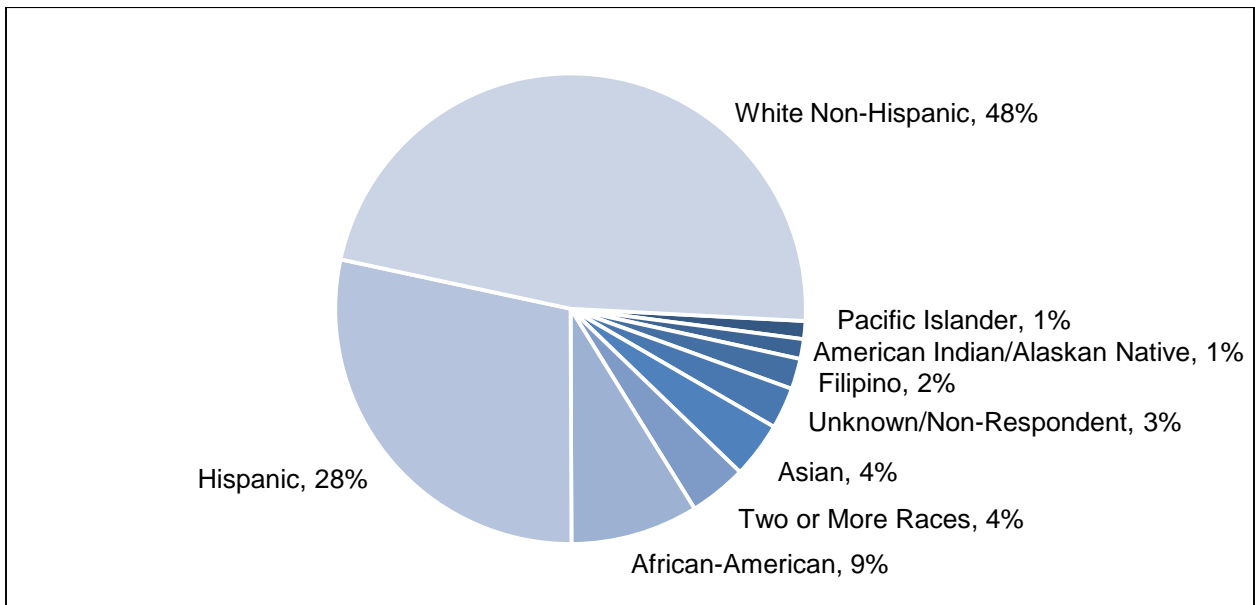
Objective 1 Narrative (What We Have)

MPC does serve some students with intellectual disabilities, but these students benefit more from the socialization and soft skills aspects of the courses than from traditionally defined college success.

The proportion of students in the “other” disability category increased from 29% in 2009-10 to 38% in 2012-13. The proportion of students with learning disabilities decreased slightly over the same time period from 28% to 23%. Funding varies according to disability category. The “other” category is eligible for college services, but is funded the least. This category includes: ADD, autism, and high school students coming in with Section 504/IEP plans.

The largest racial/ethnic populations served by the ARC are white and Hispanic students. The percentage of Hispanic students served increased from 18% in 2009-10 to 28% in 2012-13. During the same time period the percentage of white (non-Hispanic) students served decreased from 57% to 47%.

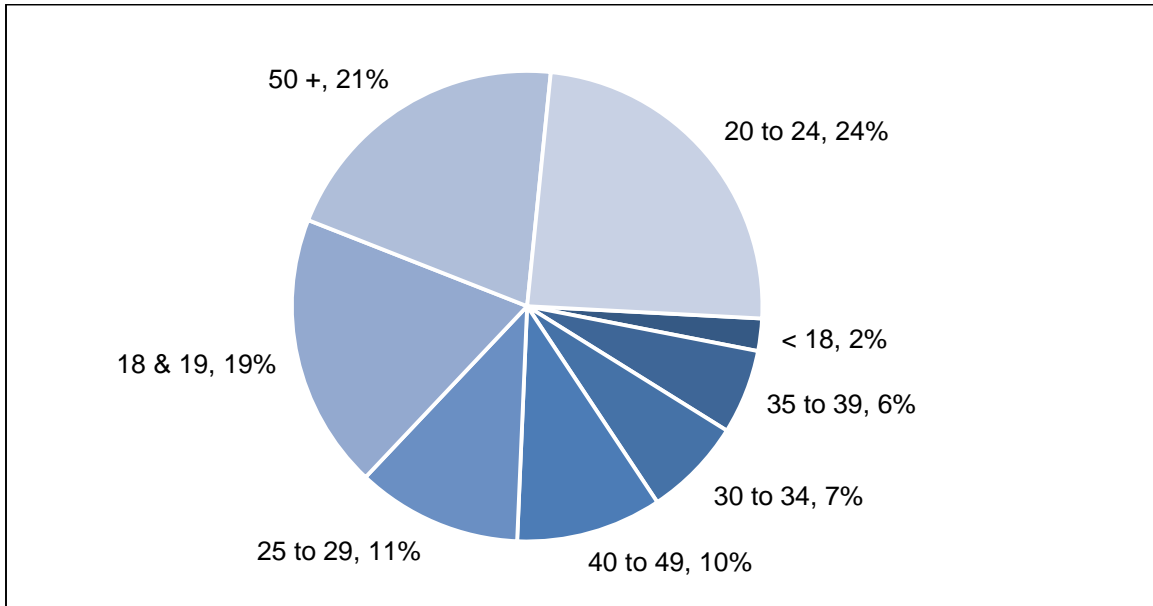
Figure 6: Race/Ethnicity of Students Served by the MPC Access Resource Center 2012-13



Source: California Community College Chancellor's Office, Access Resource Center Summary Report, 6/4/2014.

As shown in Figure 7 below, the most common age groups served by ARC are the 18 & 19 year old, 20 to 24 year old, and over 50 groups. The age of ARC students has also changed over time, with the percentage in the under 30 group growing from 40% to 57%. These trends generally mirror the changes across campus that came with financial aid/repeatability/reduction in non-credit course offerings, but the ARC has not been affected quite as much as other programs.

Figure 7: Age of Students Served by the MPC Access Resource Center 2012-13



Source: California Community College Chancellor's Office, Access Resource Center Summary Report, 6/4/2014.

Program Area #4 Short-Term Career Technical Education Programs

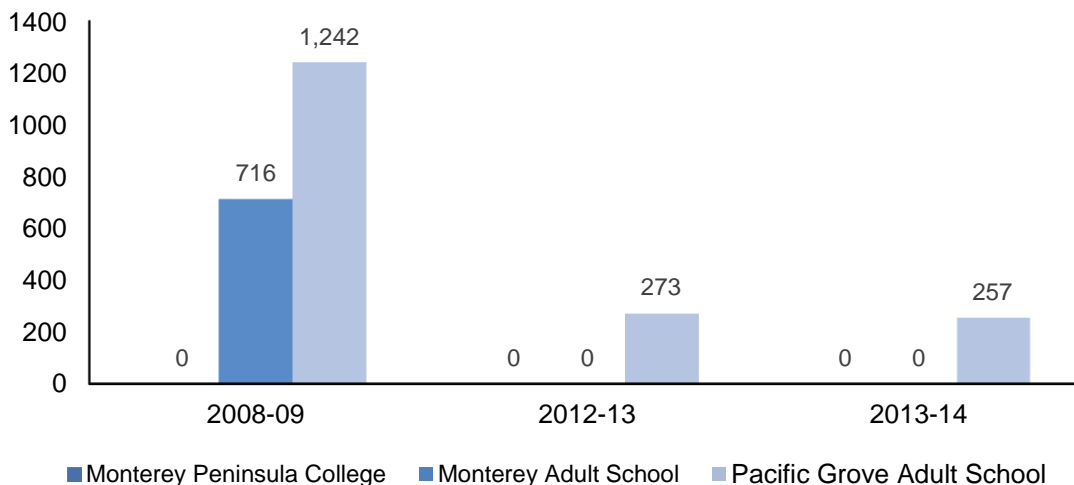
Current Offerings Overview

Monterey Peninsula College (MPC) currently offers a wide array of Career Technical Education (CTE) credit courses and programs. Consortia have been asked to focus only on non-credit CTE offerings for AB 86 planning efforts. Although MPC does not currently offer non-credit CTE courses, many of the low-credit CTE offerings and locally administered certificates of training serve adults in our community and are similar to other Community College’s non-credit offerings. Furthermore, many of MPC’s credit offerings could potentially be aligned with additional Community College and/or Adult School preparation classes. *Therefore, both MPC’s low-credit and certificate of training offerings and its CTE credit offerings must be considered in addressing the needs of Adult Learners in the Monterey Peninsula region. These programs are described in more detail below.*

Pacific Grove Adult Education (PGAE) currently offers a limited number of CTE courses in computer skills and photography. Both Adult Schools in our consortium, PGAE and Monterey Adult School (MAS), used to offer more CTE courses. Programs are currently limited because of funding reductions.

Partner and community providers also offer limited CTE classes in our area, including CNA, construction, and computer skills.

Figure 8: Enrollment in Non-Credit Career Technical Education Classes, by school over time



Source: Local administrative data.

Note: Monterey Peninsula College provides many entry-level CTE courses that serve Adults, but these credit classes are not reflected here. All Adult School classes are shown, as none award credit.

Pacific Grove Adult Education (PGAE)

PGAE currently offers CTE courses in computer skills and photography. The fall 2014 offerings are as follows:

- PC Overview Beg T/Th 9-11am \$75 (\$70 PG residents)
- PC Overview Inter T/Th 11am-1pm \$75 (\$70 PG residents))
- PC Individual Projects T/Th 2-4pm \$75 (\$70 PG residents))
- Beg Mac T 10am-1pm \$75 (\$70 PG residents))
- Inter Mac Th 10am-1pm \$75 (\$70 PG residents))
- Mac/PC Lab S 10am-1pm \$75 (\$70 PG residents))
- Digital Cameras W 6-9pm \$120
- Photoshop CS6 T 6-9pm \$150
- iPad Boot Camp Sat 1:30-3:30pm \$120
- Mac Apps for Fun & Lifestyle M/W 10-1 \$120
- Lightroom 5 - Part I Th 6-9pm \$150
- Lightroom 5 - Part II Th 6-9pm \$150
- Basic Photography M 1-4pm \$150
- Inter. Photography M 1-4pm \$150
- Mini Outdoor Photography \$50

Monterey Adult School (MAS)

Monterey Adult School does not currently offer CTE courses. The Monterey Peninsula Unifies School District ROP has CNA class for adults (entry-level) and a pre-apprenticeship construction course. The ROP is part of Mission Trails ROP. The ROP charges \$25 to pick up the CNA registration packet, and that fee applies to the \$650 class fee. The pre-apprenticeship construction has a \$50 fee but is free for Seaside residents.

Stepping Stones is a related class offering focused on life skills, from 1-3:30pm one afternoon a week at MAS. This is a new offering and is conducted by an instructor who is also a licensed marriage and family counselor, with specialization in post-traumatic stress disorder. The intent of the course is to help students define their interests, aptitudes and preferences in regards to the world of work.

Monterey Peninsula College (MPC)

MPC Offerings are divided into two sections below: 1) entry-level CTE courses serving adult education students (which may be similar to non-credit offerings at other Community Colleges), and 2) CTE Program Areas with High Potential for Adult School Integration & Alignment. The groupings in section 2 below, high potential areas, are aligned with the occupational areas projected to have high growth (see Objective 2).

Objective 1 Narrative (What We Have)

1) MPC Offerings Part 1: Entry-level CTE courses serving adult education students (Courses similar to non-credit offerings at other Community Colleges)

Monterey Peninsula College has credit offerings that serve Adult Education students in: Business Skills, Computer and Information Science, Family and Consumer Science, and Personal Development. Although enrollment for these courses is not included in the required data tables, information about the courses is included here because the offerings are relevant for planning purposes.

Business Skills (BUSC) (Similar to Adult Education)

The Business Skills Centers at MPC Monterey and Marina campuses have low-credit, career-focused courses in Word, Excel, PowerPoint, QuickBooks, Windows, Google Docs, Keyboarding, Machine Calculations and Computer/Typing Skills. These courses range in credit from 0.5 to 1 credit. These courses are an open lab setting where the lab is the class (not in addition to the class). The courses are open entry and exit, self-paced and can be completed in four to eight weeks. Students can enroll in these courses until the last official withdrawal date and are awarded units upon completion of their objectives.

New online sections have been added in Keyboarding, Word, Excel and Google Docs to accommodate student work schedules as well as adapt to changing trends, versions and applications. Next semester the BUSC will add Google Spreadsheets and hopefully a series of paralegal courses to lead to a Paralegal Certificate of Achievement, social media courses, and skills for the workplace courses. Previous desktop publishing offerings are no longer offered. There is currently a focus on increasing the number of online courses.

These courses apply to the AA, Certificate of Achievement, and Certificate of Training patterns, but are not CSU/UC transfer courses. Most are included in the MPC General Education Pattern under Life-Long Learning and Self-Development, Area E2, Introduction to Careers electives for the Associate Degree.

Faculty report that there are fewer lifelong learning students in these courses than there used to be, partially because classes are no longer repeatable. Students can only repeat a class if their employer requests it. Faculty also note that it is also harder to get financial aid, and more students are seeking transfer (instead of job-related skills and personal enrichment).

Computer Science and Information Systems (CSIS) (Similar to Adult Education)

MPC's Computer Science and Information Systems Department has a range of low-credit courses in its catalog that apply to the Computer Software Applications Certificate of Achievement, Essential Computer Skills Certificate of Training, and many business Certificates of Achievement, but are not CSU/UC transfer courses. *Although all of these courses are in the college catalog, the courses listed below with numbers over 100 were part of a discontinued program with the Defense Language Institute, and have not been offered recently.* These courses include the following.

Objective 1 Narrative (What We Have)

Courses similar to MPC's Business Skill Center Offerings:

- CSIS 50 MS Office Applications: 2 units • LG-P/NP
- CSIS 50L MS Office Applications LAB: 1 unit • LG-P/NP
- CSIS 110 Essential Microsoft Skills: 1 unit • LG-P/NP

Courses that may be good candidates for offering again as Adult Education (either at MPC or at the Adult Schools):

- CSIS 71 Operating a Personal Computer: .5 units • LG-P/NP
- CSIS 98 Computer Projects: 2 units • LG • One hour lecture
- CSIS 111 Essential PC Maintenance: 1 unit • LG-P/NP
- CSIS 112 Configure and Secure Your Home Network: 1 unit • LG-P/NP
- CSIS 75 Introduction To Computer Hardware/A+ Prep: 4 units • LG-P/NP

Family and Consumer Science (Similar to Adult Education)

The Family and Consumer Science department offers a 3 unit life management course: FACS 56 Life Management. The Life Management course, combined with coursework from other departments, applies to the Family and Consumer Science AA (not for transfer). The course covers skills to effectively manage and balance personal, family and work life including decision making, goal setting, conflict management, resource management, techniques for improving self-understanding and interpersonal relationships.

Personal Development (Similar to Adult Education)

The MPC Counseling Department offers Personal Development courses which focus on topics designed to assist students with reaching their educational and/or career goals. Fall 2014 sections of PERS 10, 50, 54, and 71 are offered. PERS 50, Making College Count, might be a particularly helpful course for Adult Education students to take.

- PERS 10 Introduction to College Success 1 unit • LG-P/NP
- PERS 50 Making College Count 3 units • LG-P/NP
- PERS 51 Career Planning Throughout the Lifespan 3 units • LG-P/NP
- PERS 54 Leadership Communication 3 units • LG-P/NP
- PERS 71 Foundations of Career Choice 1 unit • LG-P/NP
- PERS 210 Becoming a Successful Student .5-3 units • LG-P/NP
- PERS 400 Supervised Tutoring 0 units • NC
- PERS 454 Leadership Techniques 0 units • NC

2) MPC Offerings Part 2: CTE Program Areas with High Potential for Adult School Integration & Alignment

Monterey Peninsula College's postsecondary programs in Business, Health/Medical, and Hospitality fields have high potential for integration and alignment with local Adult School offerings.

Objective 1 Narrative (What We Have)

Business Programs (Postsecondary)

Monterey Peninsula College's Business Department offers an array of classes and certificates relevant to local business jobs with projected growth. MPC offers Fast Track Certificates of Training in: General Business, Office Technology: Entry-Level Office Worker, Office Technology: Office Worker Level 2, Secretarial: Entry-Level Office Worker, and Secretarial: Office Worker Level 2. The Business Department also offers Certificates of Achievement in Accounting, Business Administration, Entrepreneurship, General Business, International Business, and Secretarial.

The course Introduction to Business (BUSI 20) may be a particularly good fit for Adult Education students transitioning into college level coursework.

The Business Department also offers Associate degree programs in the following business areas: Accounting, Business Administration, Entrepreneurship, General Business, International Business, Office Technology, and Secretarial.

New business courses and programs of study have recently been developed at MPC and are currently in the approval process. Sales courses are included, and many programs have new Fast Track options.

Health/Medical Programs (Postsecondary)

Monterey Peninsula College's offerings in Nursing, Medical Assisting, and other health-related fields prepare students for high-demand jobs in our region and for postsecondary health science programs. These programs have high potential for birthing Adult School and Community College offerings:

Nursing

MPC's nursing program is a degree only program. It offers pre-nursing courses and an AS for transfer. The program operates on a cohort model where the students take a whole list of pre-requisites before they enter the program.

MPC nursing faculty reported that partnering with Adult Schools for career exploration and general preparation for academic success would be very helpful. Faculty report that needs help with college readiness—knowing how you learn, how to study, and how to advocate for themselves. Faculty noted that content like CPR, CNA, phlebotomy, and home health aide are great stepping stones to the MPC nursing program.

MPC nursing faculty see a lack of preparation among students, despite the competitiveness of the program. The program has had a retention problem in recent years and the application criteria were recently restructured to make it even more competitive than before. The program gets about 4 applicants for each available seat.

Faculty also think that ESL medical terminology and medical Spanish offerings would be helpful additions. Faculty estimate that around 25% of the MPC nursing students are already fluent in Spanish. There are also some Filipino nursing students (speaking Tagalog), but not as many as Spanish speaking students.

Objective 1 Narrative (What We Have)

The Nursing Department introductory course, Nursing Program Readiness, would be a good fit for Adult Education students. The course is for students who haven't had a lot of healthcare exposure. The goal of the course is to help students better understand what nurses do so that they can determine if the program is a good fit for them early on. The course is not a requirement for the program, but students receive points in the selection process for taking it. The course is currently offered for credit at MPC, but has no prerequisites.

Medical Assisting

MPC offers three programs under the Medical Assisting umbrella: Medical Assisting, Medical Insurance and Coding Specialist, and Medical Office Administration. Although there aren't pre-requisites for these courses, they are challenging and students have trouble if they aren't prepared when they come in. Students don't always know what to expect from these courses.

Faculty report that students need better preparation in college readiness, basic skills English, ESL, and life skills. However, there are concerns that students may not take programming in these subjects if it is not required.

The Medical Assisting program offers an entry course for one unit, Introduction to Health Careers. Faculty report that this can be a difficult course because many students aren't engaged. The course is required for the Medical Assisting certificates, but many students who aren't enrolled in Medical Assisting programs also take it. This course may have potential to be adapted for Adult Education students.

Dental Assisting

Faculty report that there are not usually pre-dental classes offered anywhere or pre-requisites for Dental Assisting, so further exploration is necessary to determine whether to focus on these courses for Adult School integration and alignment.

MPC Dental Assisting classes are 8 weeks long. The only class students have to take to move on in the program is Orientation to Dental Careers. The class covers the roles in the dental profession, where you can use dental assisting training and what you can do with it. Anyone can take the course because students can take it as a science class. Faculty report that this course would be a good choice to offer at an Adult School.

Faculty report that Dental Assisting students lack preparation in basic skills reading, writing, math, and ESL. Dental Assisting has an English advisory for Intermediate Academic Writing (ENGL 111), but students don't usually take it.

Continuing Education in Medical Fields

In addition to the credit offerings described above, MPC offers many Continuing Education courses on medical topics. The Continuing Education program is new—less than two years old. These programs are provided by Learning OASIS (<http://thelearningoasis.com/>) and offerings are at the MPC Marina Education Center. Continuing Education classes are open access, and they are offered to anyone interested without an admission application process.

Objective 1 Narrative (What We Have)

These courses do not provide credit of any kind and MPC will not receive any state funding to support these classes. Continuing Education classes are fee-based, meaning students pay fees which support the costs of offering the classes.

Current Continuing Education health/medical offerings include:

- Basic Life Support (BLS) for Healthcare Providers (AHA CPR)
- Dementia Care
- Nursing Assistant Training Program (CNA), \$1,599
- Pharmacy Technician Training Program, \$1,999
- Surviving and Thriving with Conflict on the Job
- Phlebotomy (not currently offered, but coming soon)

Hospitality Programs (Postsecondary)

The Monterey Peninsula College Hospitality department offers many different options for students to train for employment in the hospitality industry, including Hospitality Management, Hospitality Operations, Hospitality Supervision, Restaurant Management, and Food Service Management.

Faculty report that students need better preparation in critical thinking and professional writing. Career exploration courses may help students select programs and careers that fit their interests and aptitudes. Adult Education students transitioning into these programs may need additional ESL support.

The department offers a semester-long Introduction to the Hospitality Industry course which is a survey of the hospitality industry including lodging, resorts, food and beverage service, management, travel and tourism. Career opportunities and industry trends are reviewed. This course is also offered online, and may be a good fit for facilitating Adult School transitions.

Many of the Hospitality program offerings are shorter in length, and this may also make them easier for Adult School students to transition into. (For example ServSafe certification preparation is one week.)

Program Area #5 Apprenticeship Programs

Currently, there are no state-funded apprenticeship programs offered in the Monterey Peninsula region. There is a pre-apprenticeship program in construction at the ROP in Monterey Peninsula Unified School District, which serves some adult students.

Union partners in the region report 316 active apprentices who live in Monterey County. Although these apprenticeships are not state-funded, they provide a sense of current apprenticeship activity and demand.

The programs with the most apprenticeships reported were the Carpenters Training Committee for Northern California with 60 apprentices, the California Fire Fighter Joint Apprenticeship Committee with 25, and the Northern California District Council of Laborers Construction Craft Laborers J.A.T.C. with 35.

Various construction related trades and firefighting are the most common types of apprenticeships in Monterey County. Of the 316 apprentices who live in Monterey County, 245 are in construction related apprenticeships, and 71 are in non-construction related. Of the non-construction apprentices, 25 are in firefighting programs.

Objective 2 Narrative (What We Need)

Summary

In This Section

The purpose of Objective 2 is to evaluate the Adult Education needs of the Monterey Peninsula Region population. This analysis will help determine: who could benefit from Adult Education, what courses should be offered, barriers to address in order to increase student enrollment and success, and the adequacy of programs, as referred to in Objective 1.

This summary reviews the primary findings of the needs assessment. More details on the demographics and Labor Market of the Region, each of the five Program Areas, and needs identified by expert teams and at community meetings can be found in subsequent sections. Detailed tables can be found in the Appendix.

Findings

We selected an indicator of need for each of the AB 86 Adult Education program areas. The Consortium is serving only a fraction of the population in need in each area.

Table 7: 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	2,794	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, 2008-2012 5-year 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.

Populations in Need of Adult Education

Both the data analysis and meetings drawn on for this needs assessment reveal two especially high-need groups in our region. Hispanics and Latinos, and older adults (65 years and over) are high-need populations in our region, with high potential to benefit from Adult Education programs.

Hispanic/Latino Population

19.6% of adults (or 17,380 people) in the Monterey Peninsula Region are Hispanic or Latino. Cities with the largest populations of Hispanics and Latinos include Seaside (38.0% of the adult population, or 9,159 people), Marina (22.0% of the adult population, or 3,288 people), and Monterey (12.0% of the adult population, or 2,825 people).

This population has high rates of unemployment, many are immigrants, and many have not attained a High School diploma. Therefore, this population could benefit from many Adult Education course offerings:

- **Basic Skills and CTE courses:** In Monterey County, Hispanics and Latinos have higher rates of unemployment than the general population (13.4% versus 10.3%) and are more likely to have an education level less than a High School diploma than the general population (54.4% compared to 29.0%).
- **ESL:** Over a quarter of the population in the Monterey Peninsula Region speaks a language other than English at home (26.9%). Most of them speak Spanish (53.8%). Over a quarter of those who speak a foreign language at home speak English “less than well” (26.7%).
- **Citizenship:** 12.6% of adults in the Region are not US citizens; nearly half of Hispanic and Latino adults are not citizens (48.6%). Among people over the age of 25 in Monterey County, 56.7% of those who are not native citizens have less than a High School diploma.

Feedback from community meetings identified the need for more ESL classes, including conversational skills for ESL and contextual ESL classes. While ESL courses are offered in the morning and evening, some students were not aware of this, indicating the need for more outreach to this population.

Older Adults

Although programs specifically targeted to older adults are not currently included in AB 86, this is a large need in our region. There is a large population of adults ages 65 and over in the Monterey Peninsula Region (16,937 people, or 19.1% of the adult population), and many could benefit from Adult Education programs, including:

- **Basic Skills and CTE courses:** In Monterey County, approximately 25.0% of seniors have less than a High School diploma. 17.1% live at or below 150% of the Federal Poverty Level.
- **Classes for Immigrants:** Among seniors in Monterey County, 34.7% are not US Citizens, and 20.4% speak English “less than very well.”
- **Courses for Adults with Disabilities:** The rate of disability is high among seniors. In Monterey County, 33.6% of seniors have a disability (or 14,692 people), and 10.0% of seniors have a cognitive disability (4,362 people).

In addition to these courses that are already offered, this population could benefit from new programs developed specifically for seniors, as identified by the Consortium in meetings with the community and expert teams.

Many older adults could benefit from programming in movement, arts, and other stimulating topics, as well as programming specific to age-related disabilities. It is important for the health of older adults that they continue to access resources outside of their homes and engage in stimulating and social activities such as Adult Education classes.

Adult Education and the Labor Market

One of the goals of Adult Education is to support our economy by increasing employment rates and wages. In the Monterey Peninsula Region, as in other areas, higher levels of education are associated with higher incomes and lower rates of unemployment (see Table 8 below). Additional Adult Education programming, support for students, and collaborative efforts could improve the quality of life for adults with lower levels of education while bolstering our local economy.

Table 8: Unemployment and Median Wages in the Monterey Peninsula Region, 2008-2012

	Number of Adults (ages 25 to 64)	Unemployment Rate (ages 25 to 64)	Number of Adults (ages 25 and over)	Median Wage (ages 25 and over)
Less than HS Diploma	65,210	13.4%	76,528	\$17,158
HS Diploma	43,314	10.3%	51,967	\$27,655
Some College or Associate's Degree	58,722	7.5%	70,323	\$37,206

Source: Combines data from 2 US Census American Community Survey 5-year estimates for 2008-2012: Employment Status, and Earnings in the Past 12 Months.

Note: Unemployment Rate is only for ages 25 to 64, and Median Wage is for all ages over 25.

The Consortium has also identified several Career Clusters with high projected job growth in Monterey County through 2020. High-growth Career Clusters with local Community College programs will be targeted for Adult Education collaboration and transition pathways. The Consortium recommends prioritizing the following three clusters:

- Hospitality and Tourism
- Marketing; Business, Management and Administration¹
- Health Science

Adult Education programs in the Monterey Peninsula Region can support the local economy and prepare students for successful careers by building pathways into these Career Clusters.

¹ Both the Marketing and the Business, Management and Administration Career Clusters are aligned with Monterey Peninsula College's Business Department. Therefore these two high-demand clusters were combined for regional planning purposes.

Addressing Barriers and Improving Student Success

In addition to determining the need for Adult Education courses in our region, we explore how to improve course offerings and support for students. Many Adult Education students need a variety of supports, as well as instructional time and materials, to succeed. The Consortium held expert team meetings and community meetings with students, teachers, and staff members to identify barriers to enrollment and success of students in Adult Education.

- **Need for Information, Outreach, and Support:** outreach to potential and current students, coordination between Adult Education programs, information for undocumented and adults with disabilities, support for enrolling and succeeding in classes, registration assistance for ESL and adults with disabilities, physical accessibility of classes
- **Need for Additional Programming and Educational Resources:** additional CTE offerings, programming for older adults and adults with disabilities, Life Skills classes, basic skills and ESL preparation, Apprenticeship preparation, educational resources such as textbooks and computers.
- **Need for Services:** including childcare, computer access, public transportation, and assessments for learning skills
- **Need for Easily Available Programming:** low-cost programs, local offerings, flexible offerings

Addressing these needs could help raise new student enrollment, increase student retention, and improve student success. Adult Education students are among some of the highest-need students our institutions serve. They are a diverse group with a wide range of needs, and bringing our schools together to serve them is not a simple task. However, our communities cannot afford to let these students go underserved or unserved. We are committed to working together to prioritize our students' needs — thereby serving our whole community.

Demographics: Monterey Peninsula Region

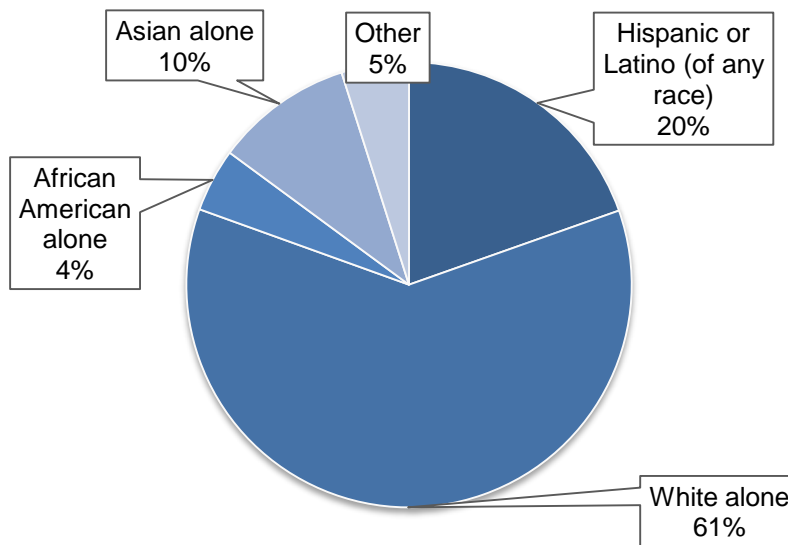
We have examined demographics of those who live in the Monterey Peninsula Region to determine who could benefit from Adult Education courses, as well as to inform which courses should be expanded, in terms of the number of classes and topics offered. Detailed tables and source information can be found in Appendix A.

Over 105,000 adults live in the Monterey Peninsula Region (just over one-third of the total Monterey County population), which includes the cities of: Big Sur, Carmel-by-the-Sea, Carmel Valley Village, Del Monte Forest (Pebble Beach), Del Rey Oaks, Marina, Monterey, Pacific Grove, Sand City, Seaside.

Data from the U.S. Decennial Census and the American Community Survey show that:

Race and Ethnicity: Many adults in the Region are white (60.9%) or Hispanic/Latino (19.6%).

Figure 9: Race and Ethnicity in Adults over 18 in the Monterey Peninsula Region



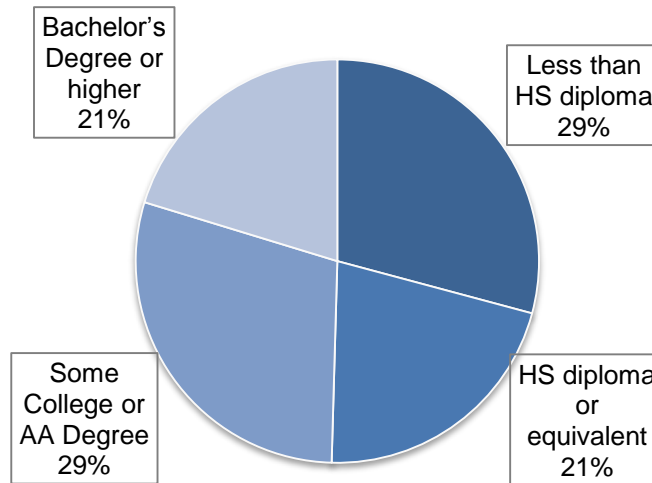
Source: US Census, Hispanic or Latino, and Not Hispanic or Latino by Race for the Population 18 years and over, 2010.

Note: "Other" category includes: American Indian or Alaska Native alone, Native Hawaiian or other Pacific Islander alone, other race alone, two or more races.

Age: 19.1% of adults, or 16,937 people, are ages 65 and older the Monterey Peninsula Region.

Education: 29.0% of the County population has less than a high school level of education. In Monterey County, educational attainment is lower for Hispanics/Latinos (54.4% have less than a high school diploma), and non-native citizens (56.7% have less than a high school diploma).

Figure 10: Educational Attainment in Monterey County, Ages 18 and Over, 2008-2012



Source: US Census American Community Survey estimates, Educational Attainment, 2008-2012.

Language & Citizenship: In the Monterey Peninsula Region, 26.9% adults speak a language other than English at home, and over half of those speak Spanish (53.8%). 12.6% of adults in the Region are not citizens.

Disabilities: 6.7% of 18 to 64 year-olds, and 33.6% ages 65 and over have at least one disability in Monterey County.

Many populations in the Monterey Peninsula Region could benefit from Adult Education programs. This report relies on the demographics presented in this section to help determine which populations are in need. In addition, the Consortium can use this information and compare to enrollment demographics, to determine whether any populations are underserved by Adult Education. This could indicate the need for additional programming, the need for more outreach to those populations, or the need to address other barriers to enrollment and success in Adult Education courses.

Labor Market Analysis

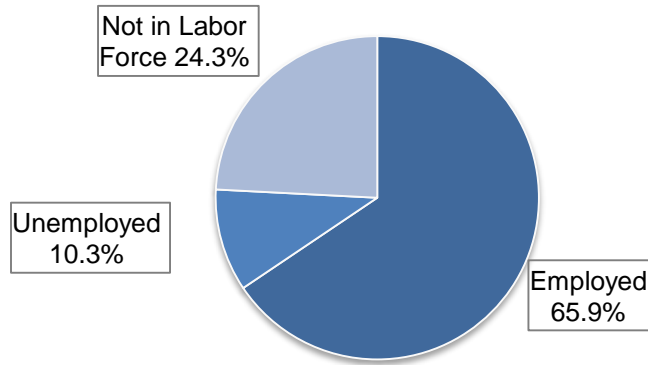
Workforce

We have analyzed the labor market in the Region, or available workers and available jobs. The labor market is important to examine to determine who could benefit from Adult Education, and what courses to offer students. Opportunities in particular industries are expected to increase over the next several years, and Adult Education courses can prepare students to be competitive candidates for these positions. Detailed tables and source information can be found in Appendix B.

Labor market data show that in Monterey County:

Employment: In Monterey County, for 20 to 64 year-olds, 65.9% are employed, 10.3% are unemployed, and 24.3% are not in the labor force.

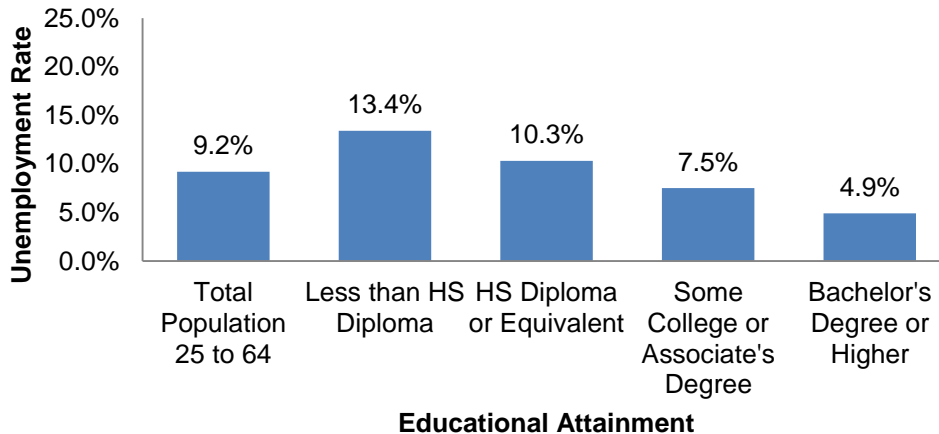
Figure 11: Employment, Unemployment, and Not in Labor Force for Adults 20 to 64 in Monterey County, 2008-2012



Source: US Census American Community Survey, Employment Status, 2008-2012 5-year estimates.

Unemployment: Unemployment rates in the county are higher for adults with less than High School diploma (13.4%), the Hispanic/Latino population (13.6%), and women with young children (14.4%).

Figure 12: Unemployment Rate by Educational Attainment for Monterey County, Ages 25 to 64, 2012



Source: US Census American Community Survey, Employment Status, 2008-2012 5-year estimates.

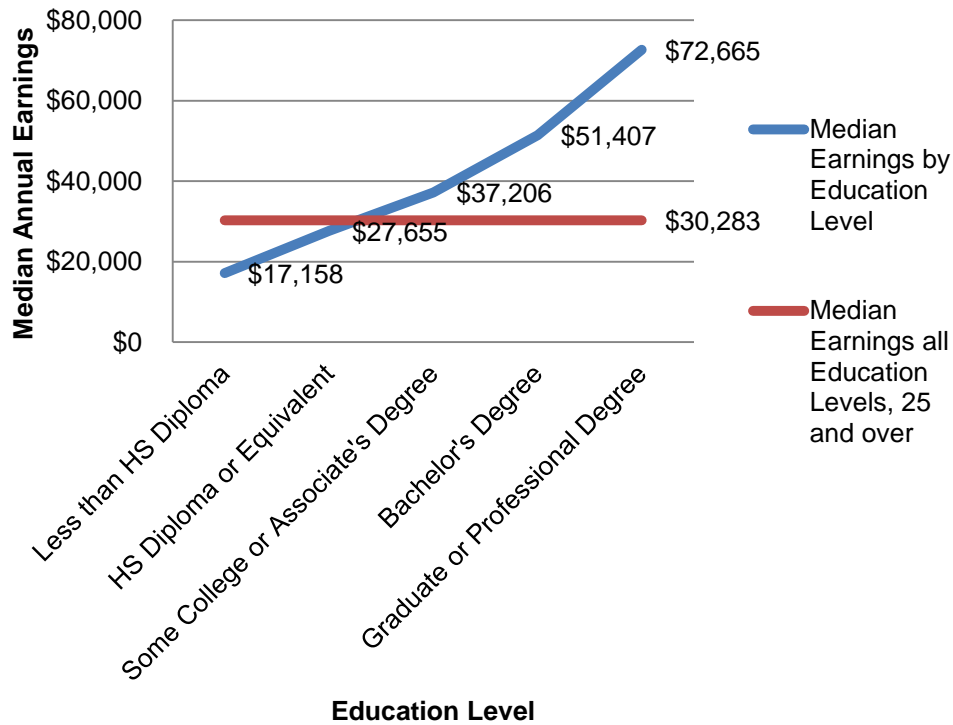
Note: Employment and Unemployment ratios are out of the Total Population, not the Labor Force. The percentages may not add to 100% because of rounding and margins of error.

Education: Unemployment in the County is 13.4% for those with less than a High School Diploma, compared to 9.2% for all education levels of the population ages 25 to 64. Unemployment rate decreases as education increases (Figure 12).

Underemployment: 43.2% of workers in the County are “underemployed,” working less than 50 weeks per year and/or less than 34 hours per week.

Earnings: Median earnings for employed individuals in Monterey County ages 25 and over is \$30,283. Median earnings increases as education level increases.

Figure 13: Median Earnings by Educational Attainment in Monterey County, ages 25 and over, 2012



Source: US Census American Community Survey estimates, Earnings the Past 12 Months (in 2012 Inflation-Adjusted Dollars), 2008-2012 5-year estimates.

Poverty: Among adults ages 18 and over in the Monterey Peninsula Region, 12.1% live below the federal poverty line. For the population 16 and over, 42.9% of those who live in poverty are employed part- or full-time.

Job Opportunities

The Monterey County Workforce Investment Board reports that the industries with the highest number of current employees include agriculture, hospitality/tourism, sales/retail, and healthcare/social assistance.¹

In addition to this information on current employment, California’s Employment Development Department estimates the number of projected job openings between 2010 and 2020, by industry and occupation.ⁱⁱ Average annual job openings in Monterey County are expected to be highest for the following Career Clusters:² Agriculture, Food, and Natural Resources; Hospitality and Tourism; Marketing; Business, Management, and Administration. The Career Clusters of Transportation, Distribution, and Logistics; Education and Training; Health Science; and Human Services are also projected to grow substantially.

Table 9: Projected Annual Job Openings by Career Cluster, Monterey County 2010-2020

Career Cluster	Average Annual Job Openings
Agriculture, Food & Natural Resources	1,947
Hospitality & Tourism	1,049
Marketing	794
Business Management & Administration	741
Transportation, Distribution & Logistics	428
Education & Training	402
Health Science	383
Human Services	297
Architecture & Construction	294
Law, Public Safety, Corrections & Security	182
Manufacturing	177
Finance	145
Information Technology	72
Arts, Audio/Video Technology & Communications	41
Government & Public Administration	30
Science, Technology, Engineering & Mathematics	14
Grand Total	6,996

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.

The Adult Education programs in the Monterey Peninsula Region prepare students to enter many high-growth fields with 200 or more projected annual openings. Monterey Peninsula College offers many pathways that align with the high-demand Career Clusters listed below. Although our programs may not prepare students for all occupations in each of these clusters, many related fields of study are available for the following high-growth fields:

² For planning purposes, we group these occupations by Career Technical Education Career Clusters. Career Clusters are 16 groupings of Career Pathways designed to help students navigate educational pathways and to help develop educational programming.

- **Business, Management and Administration:** It is estimated that 741 annual openings will be available in this cluster in Monterey County. Salaries range from less than \$23,000 for Stock Clerks to over \$175,000 for Chief Executives. The most in-demand jobs include Office Clerks and Supervisors of administrative support workers.
- **Education and Training:** There are expected to be 402 annual openings in this cluster, and salaries range from less than \$30,000 for Teacher Assistants to more than \$60,000 for Kindergarten Teachers.
- **Health Science:** It is estimated that there will be 383 openings each year in this career cluster. Salaries range from less than \$23,000 for Home Health Aides, to over \$100,000 for Registered Nurses, which is also the most in-demand occupation in this cluster.
- **Hospitality and Tourism:** An estimated 1,049 positions will be available each year in this cluster. The top three high-growth occupations include Waiters and Waitresses, Food Preparation Workers, and Cleaners. Salaries in this cluster range from less than \$19,000 to over \$58,000 for experienced managerial positions.
- **Human Services:** An estimated 297 positions will be available each year in this cluster. Salaries range from \$18,695 for Manicurists and Pedicurists to \$97,426 for Clinical, Counseling, and School Psychologists.
- **Marketing:** It is estimated that an average of 794 positions will be available each year in this cluster. Median salaries range from less than \$23,000 to more than \$82,000. Occupations with the highest growth include Retail Salespersons and Cashiers.

Additional detailed tables on the job market can be found in Appendix B.

The Consortium has also identified several high-potential Career Clusters to target first for Adult Education collaboration and transition pathways. The Consortium recommends prioritizing the following three clusters:

- Hospitality and Tourism
- Marketing; Business, Management and Administration³
- Health Science

Adult Education programs in the Monterey Peninsula Region can support the local economy and prepare students for successful careers by building pathways into these Career Clusters, and by expanding this work to additional clusters in the coming years.

³ Both the Marketing and the Business, Management and Administration Career Clusters are aligned with Monterey Peninsula College's Business Department. Therefore these two high-demand clusters were combined for regional planning purposes.

Needs Indicator Analysis by Program Area

Needs Indicator Analysis: Basic Skills Classes

Our region offers Basic Skills classes in English and math, as well as High School Diploma and GED® test preparation. These classes serve adults without High School diplomas, as well as high school graduates with low levels of English and math skills. Additional detailed tables and source information on this program area can be found in Appendix C.

To approximate the need for Basic Skills classes, we used the estimate for the number of adults without High School diplomas in the Region. Census estimates show that in the Monterey Peninsula Region, over 10,000 (and possibly more than 14,000) adults have not obtained High School diplomas. Enrollment in Basic Skills classes in the Region is only 3,000 students; 20% to 25% of the total need is met. These enrollments include courses at all three member schools: Monterey Peninsula College, Monterey Adult School, and Pacific Grove Adult Education.⁴

Table 10: Estimated Percentage of Need Met, Basic Skills

Adults 18+ without High School Diplomas in Monterey Peninsula Region	2013-14 Consortium Member Basic Skills Students	High-End Estimate: Percentage of Basic Skills Population in Need Served
10,979 to 14,221	2,794	20% to 25%

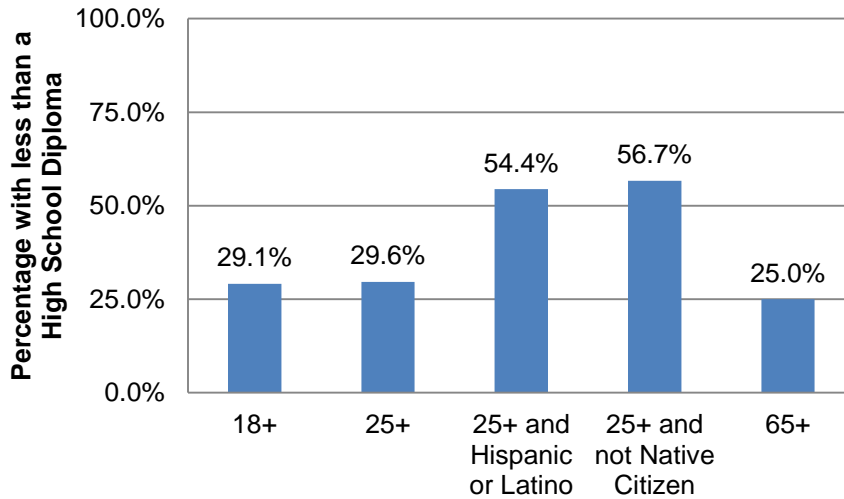
Source: US Census, American Community Survey estimates, Educational Attainment, 2008-2012.

Other important factors to consider are the age distribution, employment rate, and earnings of adults in the Region with an education level lower than a high school diploma. Literacy and High School Exit Exam scores are additional indicators of need for Basic Skills courses.

Figure 14 below presents US Census American Community Survey estimates for Monterey County on the educational level of five key populations for comparison. The number of adults in the county with an education level less than a high school diploma is much higher for Hispanic/Latino adults (ages 25+) and for non-native US citizens (ages 25+) than for other groups.

⁴ The US Census data is from 2008-2012 surveys, and the enrollment data is from FY 2013-2014, so the “need met” calculation may be imprecise.

Figure 14: Educational Attainment among Different Populations, Percentage with less than a High School Diploma, Monterey County 2008-2012



Source: US Census American Community Survey, Educational Attainment, 2008-2012 5-year estimates

Unemployment decreases as education increases. Adults ages 25 to 64 of all educational levels have an unemployment rate of 9.2% in Monterey County. The highest unemployment rate is for those with less than a high school diploma (13.4%), and this decreases to 10.3% for a High School diploma or equivalent, 7.5% for some college or an Associate’s Degree, and 4.9% for a Bachelor’s Degree or higher. See Figure 12.

Earnings increase as education increases. The median earnings for Monterey County adults over the age of 25 is \$30,283 per year. The median earnings is lowest for those without a High School diploma (\$17,158), and increases as education increases (\$72,665 for those with a Graduate or Professional Degree). See Figure 13.

Additional indicators of Basic Skills need in the Region are Literacy and High School Exit Exam scores. It is estimated that 80,000- 90,000 adults in Monterey County lack basic prose literacy skills.ⁱⁱⁱ According to the California Department of Education, in Monterey Peninsula Region school districts, 10.5% of 10th grade students have failing math scores, and 13.2% have failing English scores on the CAHSEE (California High School Exit Exam).

Among adults of all ages in Monterey County, there is a large population without High School diplomas. Additionally, research shows that many adults have attained High School diplomas without adequate math and English skills,^{iv} and many current High School students in the Region struggle with these courses. Both of these additional indicators, literacy and CAHSEE scores, confirm conclusion from other data sources by showing considerable need for Basic Skills programs.

Needs Indicator Analysis: Classes for Immigrants (Citizenship, ESL, and Workforce Preparation)

The number of adults who report that they speak English “not well” or “not well at all” indicates the need for English as a Second Language (ESL) classes. This is the main indicator used for this program area, but our region also offers some citizenship courses, and this need is reviewed below. Additional detailed tables and source information on this program area can be found in Appendix D.

US Census estimates show that approximately 5,000 to 10,000 adults speak English less than “well” in the Region. In Fiscal Year 2013-2014, 1,159 adults enrolled in classes for immigrants at Monterey Peninsula College, Pacific Grove Adult School, and Monterey Adult School, meeting between 11% and 23% of the total need.⁵

Table 11: Estimated Percentage of Need Met, ESL

Adults 18+ who speak English “not well” or “not well at all”	2013-14 Consortium Member ESL Students	Percentage of ESL Population in Need Served
4,954 to 10,208	1,159	11% to 23%

Source: US Census, American Community Survey, Age by Language Spoken at Home By Ability to Speak English, 2008-2012 5-year estimates.

The majority of adults who speak a language other than English at home live in the Seaside/Monterey area of the Region. Other key factors for this program area are students’ first languages, education levels, immigration or citizenship status, and education levels. These factors are reviewed in detail below.

Languages: In the Monterey Peninsula Region, of adults who speak a language other than English at home, the majority speaks Spanish (53.8% or 15,257 people) and 24.6%, or 6,994 people, speak an Asian language.

Undocumented Immigrants: In Monterey and San Benito Counties, it is estimated that 13.5% of the population (including children) is undocumented.

- **High School Persistence:** High school dropout rates are higher among students who are not proficient in English (18.8% compared to 9.4% of all students) in Monterey Peninsula Region schools (including Monterey Peninsula USD, Carmel USD, and Pacific Grove USD).

Citizenship: In the Monterey Peninsula Region, 12.6%, or 13,330 adults are not citizens, and may benefit from citizenship classes. In Monterey County, 48.6% of Hispanic and Latino adults are not citizens. It is also important to consider that our Region is also a temporary home to many non-citizens due to our high number of international and defense education offerings.

⁵ The US Census data is from 2008-2012 surveys, and the enrollment data is from FY 2013-2014, so the “need met” calculation may be imprecise.

Education: Among adults ages 25 and over in Monterey County, 29.6% have less than a high school diploma, while 56.7% of non-native citizens have less than a high school diploma.

Of the populations that could benefit from Classes for Immigrants, many are Hispanic or Latino and speak Spanish at home. ESL classes can prepare students to further their education and improve their ability to obtain stable employment.

Needs Indicator Analysis: Classes for Adults with Disabilities

There are many different types of programs for Adults with Disabilities, including adaptive technology courses, courses for students with learning differences, and courses for adults with severe cognitive disabilities. A broad indicator of need in this area is used here to capture the range of adults in the region who could benefit from these various programs: the percentage of adults with a disability. Within this category of need, our analysis also discusses a narrower indicator of need: the number of adults with cognitive disabilities.⁶ Additional detailed tables and source information on this program area can be found in Appendix E: Classes for Adults with Disabilities.

Table 12: Estimated Percentage of Need Met, Adults with Disabilities⁷

18 to 64 with a Disability	2012-13 Consortium Members: Students in Programs for Adults with Disabilities	Estimate: Percentage of Adults with Disability Population in Need Served
5,211 to 6,831	257	4% to 5%
<p><i>Source: US Census American Community Survey estimates, Disability Characteristics, 2008-2012. Note: Population need is for ages 18-64, while enrollment numbers are for all ages.</i></p>		

In the Monterey Peninsula Region, over 5,200 adults ages 18 to 64 have a disability, including over 2,000 with a cognitive disability. Only 257 students

⁶ Monterey Peninsula has a large population of adults ages 65 and older, a population that also has a high occurrence of disabilities. We consider the need for older adult programming as distinct from that of adults with disabilities, and so while we will mention seniors in this program area, we will focus primarily on adults with disabilities between the ages 18 to 64.

⁷ The US Census uses the following definitions for people with disabilities:⁷

- **Hearing difficulty:** deaf or having serious difficulty hearing (DEAR).
- **Vision difficulty:** blind or having serious difficulty seeing, even when wearing glasses (DEYE).
- **Cognitive difficulty:** because of a physical, mental, or emotional problem, having difficulty remembering, concentrating, or making decisions (DREM).
- **Ambulatory difficulty:** Having serious difficulty walking or climbing stairs (DPHY).
- **Self-care difficulty:** Having difficulty bathing or dressing (DDRS).
- **Independent living difficulty:** Because of a physical, mental, or emotional problem, having difficulty doing errands alone such as visiting a doctor’s office or shopping (DOUT).

enrolled in these classes, meeting 4% to 5% of the need.⁸ The classes included in this estimate are Learning Skills classes taught at the Monterey Peninsula College. These courses are designed to help students with verified disabilities access campus programs and activities, including Basic Skills and CTE classes.

Other important factors to consider when evaluating the regional need are the types of disabilities that are common and how disability status overlaps with other population groups and factors such as age, race, and employment status.

Disabilities by Age: In Monterey County, 6.7% of 18 to 64-year olds have at least one disability. Among seniors ages 65 years and older, 33.6% have a disability.

Cognitive Disabilities: In Monterey County, 2.8% of 18 to 64-year olds have a cognitive disability. Among seniors ages 65 years and older, 10% have a cognitive disability.

Disabilities and Race: Rates of disabilities are higher among African Americans (15.7%), Whites (12.6%), and Asians (9.2%).

Employment: Among adults ages 18-64 in the County, unemployment rates are similar for those with and without disabilities (7.6% and 8.7%), but the rates of people *not in labor force* is much higher for people with disabilities (56.2%) than without disabilities (20.0%).

Discussions with member and partner organization faculty and staff have also uncovered a gap in services for adults with disabilities who leave the K-12 system with a Certificate of Completion but do not enroll in transition programs for 18-22 year old students with disabilities. There may also be some need for assisting students who do enroll in transition programs as they age out of that system at the age of 22.

There is a large need for classes for Adults with Disabilities in the Monterey Peninsula Region, including those with cognitive disabilities. Classes can help improve quality of life for this population, and improve job prospects for those who wish to enter or remain in the labor market.

Needs Indicator Analysis: Career Technical Education and Apprenticeships

As with Basic Skills classes, a key indicator of need for non-credit (or short-term) CTE courses and Apprenticeships is the number of adults with an education level less than a high school diploma. This population may take a wide array of classes, including non-credit CTE courses. In addition to needing Basic Skills offerings, as discussed above, this population is also likely to benefit from career-related training or re-training. Adults in this group may have a range of employment statuses, and training may increase their opportunities in their current jobs, opportunities to obtain higher-skilled jobs, or their ability transition out of unemployment or underemployment.

⁸ The US Census data is from 2008-2012 surveys, and the enrollment data is from FY 2012-2013, so the “need met” calculation may be imprecise.

Adult Education Career Technical Education programs in the Monterey Peninsula include computer technology and photography classes taught at the Adult Schools. The Monterey Peninsula College also offers credit Business Skills classes in computer applications, which are similar to non-credit Career Technical Education offerings at other Community Colleges.

In the Monterey Peninsula Region an estimated 10,979 to 14,221 people have an education level less than a high school diploma. Currently, only Pacific Grove Adult Education offers non-credit (or short-term) CTE courses, and due to funding cuts few courses are offered at this time. Only approximately 2% of those with less than a high school diploma are currently served by non-credit CTE courses.⁹

Table 13: Estimated Percentage of Need Met, Non-credit Career Technical Education (CTE)

Adults 18+ without High School Diplomas in Monterey Peninsula Region	2012-13 Consortium Member Basic Skills Students	High-End Estimate: Percentage of Basic Skills Population in Need Served
10,979 to 14,221	257	Approximately 2%

Source: US Census, American Community Survey estimates, Educational Attainment, 2008-2012.

While over 10,000 adults in the Monterey Peninsula Region could benefit from CTE courses, only a few hundred are enrolled. CTE courses can improve job prospects among those who have low educational attainment, are unemployed, or underemployed. The Region could improve the available CTE offerings by increasing the number of offerings at the Adult Schools and better supporting Adult Education students' transition into postsecondary (credit) CTE courses at Monterey Peninsula College. Additional detailed tables and source information on this program area can be found in Appendix F: CTE and Apprenticeships.

Qualitative Needs Analysis

In addition to determining the need for Adult Education in our region, we need to explore how to improve course offerings and support for students. The Consortium has collected feedback from expert teams and community meetings on how our regional might improve student enrollment and success in Adult Education.

Need for Information, Outreach, and Support (for current and potential students)

We have large unmet needs in our region, yet in some program areas we also have low enrollments in current offerings. Therefore in addition to providing additional course offerings, we must also improve the information, outreach, and support for current and potential students.

⁹ The US Census data is from 2008-2012 surveys, and the enrollment data is from FY 2012-2013, so the "need met" calculation may be imprecise.

Outreach

There is extremely limited outreach for current programs, and many potential (and even current) students may not know about current offerings or how to access them. For example, many Adult School students don't realize that there are basic skills classes at MPC.

The group in need likely has a high proportion of first generation college-goers, whose families do not have the first-hand experience to coach them through college processes.

Coordination & Information

There is a lack of coordination between organizations offering Adult Education; even our member organization staff and faculty members have limited knowledge of one another's offerings.

All populations are in need of better, more coordinated information. Undocumented individuals and adults with disabilities may have particularly high needs in this area. There is a real fear for undocumented people of coming to the schools, and better information may help to alleviate this issue. Our team is not currently aware of any centralized information for services for adults with disabilities in our area.

Student Support

Support for enrolling and succeeding in Adult Education courses is limited. Enrolling, navigating school environments, and regular attendance are just a few examples of processes that require both soft and technical skills that Adult Education students often need to build on.

Support services are particularly limited at Adult Schools, and the transition from Adult School to Community College can pose a difficult barrier for people who don't self-identify as college students. There is a need for counseling services that address the different goals students have. Not all adult basic skills students have the same goals. For example, not all are college bound.

- Many students aren't aware how difficult the GED ® Test is, and don't have the basic skills necessary to pass.
- Students need tools to help them choose pathways to 2-year and 4-year colleges.
- Students need more access and availability to information on pathways in the trades.
- Students need more job placement information.

Our teams have identified the need for student support services that address the needs of students with learning disabilities, physical disabilities, behavioral issues, who have children who are not school-aged (i.e., the need for childcare), and other issues that interfere with classroom learning. There is a need for an Individual Education Plan (IEP) team to meet with Adult School students about their needs, goals, and transition plans.

Students with psychological and/or emotional issues need access to appropriate counseling and support; referrals to community agencies may be a large part of the solution. However, an Adult School staff member needs to be a point of contact and referral for students.

Easily Accessible Processes

The college has had some significant challenges with registering limited English speaking students especially for the non-credit courses. The college's computer systems have not been set up to effectively handle and transcript non-credit courses. The college has made addressing this issue a top priority.

College web registration is also difficult for the adults with disabilities and older adult populations. There is some assistance, but it is not enough and it is provided on top of faculty and staff members' other responsibilities.

At the MPC Access Resource Center (ARC) counselors help adults with disabilities with registration. There are also student volunteers who help with WebReg for their students—this helps cut down on the counselor's workload. Within the scope classes in the ARC labs they also assist students.

Although the Americans with Disability Act (ADA) requires that public sites be handicapped accessible, access to some sites is marginally adequate.

Need for New and Additional Programming & Educational Resources

Need for Adult Education CTE Offerings

As discussed in the above, there are very few Career Technical Education (CTE) offerings remaining at the Region's Adult Schools. Additional offerings and support for students could help Adult Education students improve their employment prospects and/or transition to postsecondary CTE programs at Monterey Community College.

Programming for Older Adults

Although programs for older adults are not currently included in AB 86, this is a large need in our region. Many older adults could benefit from programming in movement, arts, and other stimulating topics, as well as programming specific to age-related disabilities. It is important for the health of older adults that they continue to access resources outside of their homes and engage in stimulating and social activities such as Adult Education classes.

The California Department of Education (CDE) includes programming for Older Adults in the definition of Adult Education, citing "Classes designed specifically to deal with issues related to aging. These classes provide intellectual, physical, financial, and social stimulation and resources addressing the demands of a growing and active older population." According to the CDE, these classes constituted 11.7% of Adult Education programming in 2008-09.^v

Parenting Programs

Parenting programs have also been an important part of Adult Education in the Monterey Peninsula Region. The California Department of Education (CDE) includes Parent Education programs in the definition of Adult Education, citing “Classes that promote the healthy development of children, high-quality family relationships, and children’s success in school. Classes in this program help individuals and families meet the challenges of daily living through health and financial literacy to improve the quality of home and family life.” According to the CDE, these classes constituted 5.6% of Adult Education programming in 2008-09.^{vi}

Programming for Adults with Disabilities Needs

As shown in the needs indicator section, our region has limited offerings for Adults with Disabilities, especially at the Adult Schools. Adults with disabilities could benefit from additional programming targeted to them specifically, as well as support in accessing general programming in stimulating areas such as art, home economics, and physical education.

Most of MPC’s offerings for this population focus on supporting adults with learning disabilities to access college-level academic programming. MPC has some students in the MPUSD transition program for students with disabilities coming out of high school, but there is a lack of formal pathways for these students in our region. Students aging out of the high school system do not have very many options.

Pacific Grove Adult Education has identified a need for life skills, movement, and computer classes for adults with disabilities. There are particularly few services among our member organizations for students with mental illnesses.

Life Skills Need

Faculty members have noted that students who succeed Adult Education and postsecondary courses are the ones who know how to advocate for themselves and access the resources that are available. In addition to ensuring that adequate support and services are available, Adult Education students may benefit from additional instruction in life skills.

A local survey by the Monterey Peninsula Chamber of Commerce also shows that soft skills and life skills are an important area where our workforce currently lacks proficiency.^{vii}

More research is needed on strategies to effectively deliver this type of programming. Possibilities for implementation include: professional development on cross-cutting content in existing courses, additional course offerings in life skills, life skills content in possible new career exploration offerings.

Current offerings in this area include a new course that MAS is piloting called Stepping Stones and MPC Personal Development (PERS) courses offered through the Counseling Department.

Additional Preparation in Foundational Skills

Faculty members report that many students struggle with ESL, reading, writing, math, computer use, and critical thinking skills. For example, an MPC math faculty member noted that even non-ESL students in math classes are having trouble with English language. Another faculty member noted that students often struggle to “read” math and science notation.

Although our region has more offerings in Basic Skills (reading, writing, and math) and ESL than some other program areas, many students face barriers to accessing these options, don't utilize these offerings, or need additional support to succeed in these areas. For example, students may need childcare services to attend classes, they may not know the classes are available, or they may need support and encouragement to transition into the college environment. The course pathways that are currently available may also be unfeasibly long for some students or not well aligned with their educational and career goals.

Apprenticeship Preparation

Although the Monterey Peninsula Region does not currently have state funded apprenticeship programs, students may benefit from pre-apprenticeship preparation and the inclusion of cross-cutting pre-apprenticeship concepts in basic skills math, English, and ESL offerings. Another possibility for addressing this need would be career exploration courses.

Educational Resources Needs

Our member schools have identified many educational resources needs, including software, books, testing materials, and computers. Many of the materials at our Adult Schools are more than ten years out of publication.

Pacific Grove Adult Education has also identified needs for free and easy access to online practice tests in each of the four content areas for the GED[®] Test and current Spanish GED[®] Test materials with availability for online practice tests.

Need for Services

Childcare

Childcare is a very important issue for our students. Faculty and staff report that when potential students hear that there is not childcare available they “walk out the door.” MAS and MPC do offer limited amounts of childcare services, but both programs are at capacity. *There are currently 77 people on the MAS childcare waitlist.*

Childcare at MAS' King campus is free for students learning English at MAS. The capacity is around 12 children at a time and MAS pays for the service. It is offered in the morning and at night. Students are required to stay on site for the entire class. They serve children from about 2 years of age through kindergarten (must be bathroom trained).

2,837 households in the Monterey Peninsula Region have children under the age of 6, and single mothers make up 15.6% of those households. Mothers with young children have higher unemployment rates than the general population (14.3% versus 10.3%), indicating this population is a strong candidate for Adult Education. Childcare services could support this population in successfully enrolling in and completing Adult Education courses.

Computer & Internet Access

Many Adult Education students do not have access to computers and/or high speed internet at home. Library offerings are available in the community and at MPC, but hours are limited.

According to the US Department of Commerce, many who do not have internet access at home perceive the service as too expensive. Home internet use rates are lower for those with less than a college education, African Americans and Hispanics, and those living in rural areas.^{viii} In other words, there is a strong overlap between the population in need of Adult Education and the population that does not have internet access at home.

Computer and internet literacy and access is often necessary to find and apply for jobs, learn about and enroll in Adult Education programs, complete homework assignments, and take practice tests.

Public transportation

Many students can't afford public transportation. A local bus pass is \$95 per month and a regional pass is \$190 per month. (Discounted fares for the disabled and elderly are \$47 and \$95 respectively.)^{ix} There is a specific need for transportation for Adults with Disabilities and older adults.

Public transportation can also be inconvenient and time-consuming. Unreliable schedules, slow travel times, transfers, and out-of-the-way bus stops, for example, can all add to the time commitment required to use public transportation. It is estimated that 2,400 workers ages 16 and over in the Monterey Peninsula Region take public transportation to work on a regular basis.^x

Learning Skills Assessments

There is a need for assessment for learning disabilities and other disabilities.

Need for Easily Available Programming

Low-Cost Programming

Fees pose a barrier for many students, especially at MPC and PGAE. MAS has relatively low fees.

Local offerings

Seaside and Marina are high-need areas, but may have fewer course offerings. Classroom space can be a problem at MPC—especially in the mornings.

Flexible offerings

Many potential, previous, and current students need to work instead of going to class. Flexible offerings can help students balance work and school.

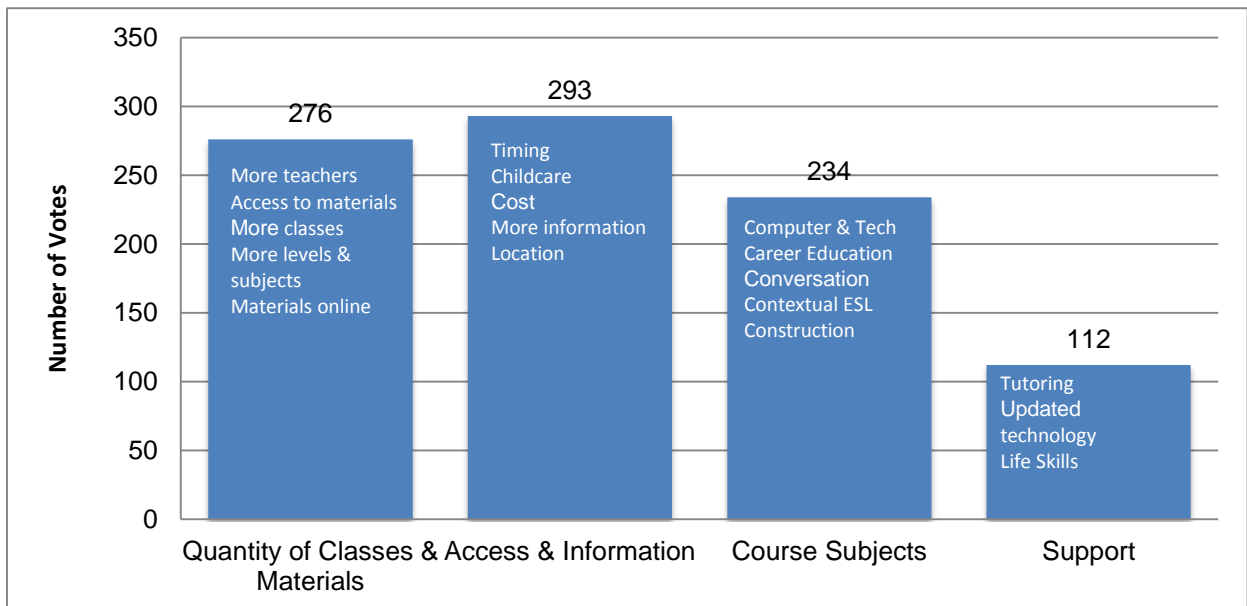
Findings from Community Meetings

About the Meetings

On October 27th and 28th 2014, our consortium held two community meetings to identify areas of need for Adult Education in the Monterey Peninsula Region. We held one meeting at a Monterey Adult School location in Seaside, where we had 90 participants. We held the second meeting in Pacific Grove at Pacific Grove Adult Education, where we had 85 participants. Participation included students, teachers, school staff members, business representatives and other community members and partners.

The meetings were well-attended and included a wide range of stakeholders. However, participation of Monterey Peninsula College students, faculty, and staff was low. This should be taken into account when interpreting the information collected. There has been high participation from the College in related activities, so the skew in participation toward the Adult Schools likely resulted from the meeting locations.

Figure 15: Community Priorities in Adult Education



After a brief presentation, meeting participants rotated to program area stations around the room where facilitators took chart notes on their ideas about Adult Education needs and ideas for strategies to address those needs. In the second part of the meetings, each of the 175 participants had 12 votes to spread across all ideas discussed (including areas not shown above). Participants could place more than one vote on one topic, if desired. Key themes were identified in participant votes, including: Quantity of Classes and Materials (276 votes), Access and Information (293 votes), Course Subjects (234 votes), and Support (112 votes). Each of the themes is discussed in more detail below.

Quantity of Classes & Materials

Many participants indicated the need for more Adult Education classes and materials. 58 votes supported an increase in the number of classes provided. Of those, 35 votes were in favor of more ESL classes, which could be partly a reflection of the high number of ESL student participants. 91 votes indicated the need for more teachers. 35 votes supported an increase in the levels and subjects available. 92 votes were in favor of increased access to materials, including textbooks and workbooks (77), and the availability of study materials online (15).

Access & Information

Participants identified several barriers to accessing Adult Education. Student enrollment and attendance could be impacted by the timing of classes (136 indicated the need for more days and times of courses, including evenings, weekends, and afternoons), the need for childcare (68 votes indicated the need for more on-site childcare options), the cost of classes (37 supported the need for more scholarships and financial aid), a lack of information on the courses (28 indicated the need for more course information and advertising), and the location of classes (24 indicated the need for more class locations, specifically in Monterey, Big Sur, and Seaside).

Some participants indicated needs in areas that are already available. For example, Monterey Adult School offers ESL classes four days a week in the morning and evening, but it appeared that some participants were unaware of these resources. This further indicates the need to provide information to students and the community about courses and resources.

Course Subjects

Participants indicated the need for more course subjects. Suggested courses included computers and technology (90 total votes, including basic computer skills, programming, and diagnostic and repair skills), career education courses (67 votes, particularly résumé and interviewing skills), conversation skills for ESL (28), contextual ESL classes (25), and construction classes (24 votes).

Support

Participants indicated the need for further support of current students. Many votes supported one-on-one tutoring (44 votes), access to updated technology, such as the most up-to-date computer software (36 votes), and support in improving life skills (32 votes supported life skills in areas such as shopping, financial skills, and self-care). It was suggested that life skills could be supported in a variety of ways, with courses, volunteers, or other staff members.

Objective 3 Narrative (Integrate Programs)

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Crosscutting: All Program Areas						
All	Create a contact list for Adult Education contacts	Coordinator time: 20 hours	\$1,310 once	MPC, MAS, PGAE	Faculty & staff feedback	High Priority: SP 15
Basic Skills (including Adult Basic Education, Adult Secondary Education, High School Diploma, and High School Equivalency)						
Adult School students into Community College	Crosswalk basic skills offerings at all member schools to better understand how students might transition between programs	Coordinator time, Faculty mtgs x8hrs, once: 2 teachers x3 schools, coordinator 16 hrs	\$2,031 once	MPC, MAS, PGAE	Write document; Faculty & staff feedback	High Priority: SP 15
Basic Skills students b/w programs & into college	Provide information and support to students	Half-time counseling positions at both Adult Schools	\$53,762/yr	MAS, PGAE	Persistence & enrollment in college	Medium Priority: FA15
MPC Basic Skills students into Adult School HSD, ABE, GED® test	<ul style="list-style-type: none"> Explore need further (students may need for financial aid) using outreach and counselor surveys. Provide information and support to MPC Basic Skills students: orientation and counseling on skills necessary to receive GED® test or HSD 	Planning: Coordinator time 16 hrs, MPC counselor time 8 hrs Implementation: As part of new counseling positions.	<ul style="list-style-type: none"> \$1,439 once Counselor cost as part of new positions listed 	MPC	Enrollment, persistence, Pre-Entry Exam to check students' abilities	Medium Priority: Start SP15, continue SU15 to FA15
Classes for Immigrants: Citizenship, ESL & Workforce Preparation						
Adult School ESL to MPC ESL	Crosswalk ESL course levels and skill descriptors	Faculty mtgs x8hrs, once: PG 4 teachers + 1 classified, MAS 6 teachers, MPC 3 teachers, coordinator	\$4,466 once	MPC, MAS, PGAE	Write document; Faculty & staff feedback	High Priority: SP15
	ESL course articulation & Articulation agreements defining each school's role	Administrator time and 40hrs coordinator time.	Coordinator time: \$2620 once	MPC, MAS, PGAE	Write document; Faculty & staff feedback	High Priority: start SP15, end FA15
	Coordinated ESL counseling, information and support for students clearly explaining different offerings (applies to more than one type of transition)	<ul style="list-style-type: none"> Half time counseling positions at all schools Planning: counselors, instructors, & administrators: 20hrs each x3 schools. 	<ul style="list-style-type: none"> \$102,847/yr \$6,643 once 	MPC, MAS, PGAE	Enrollment; Student feedback; Faculty & staff feedback	Medium Priority: FA15

Objective 3 Narrative (Integrate Programs)

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Continued: Classes for Immigrants: Citizenship, ESL & Workforce Preparation						
Non-enrolled adults into ESL	Outreach and Information, ESL (for example, outreach to the parents of pre-school students)	Outreach: Coordinator time 80 hrs, counselor time 40 hrs	\$6,998 once	MPC, MAS, and PGAE	Enrollment; Student feedback; Faculty & staff feedback	High Priority: SP15
Students in any ESL into MPC Non-CTE programs	Information and support, ESL	Part of new counseling positions listed above	See above	MPC, MAS, and PGAE	Enrollment; Student, faculty & staff feedback	Lower priority
Students in any ESL into HSD/High School Equivalency Programs (GED® test)	Counseling, information, and support, ESL	Part of new counseling positions listed above	See above	MPC, MAS, and PGAE	Enrollment; Student feedback; Faculty & staff feedback	Lower priority
Programs for Adults with Disabilities						
High School students with disabilities into programs for Adults with Disabilities and other Adult Education programming	<ul style="list-style-type: none"> Determine levels of disability, interests, and student goals for this group Increase co-enrollment of AWD to facilitate transition from K-12 to Adult Education: MPUSD & MPC and PGUSD and PGAE co-enrollment. 	<ul style="list-style-type: none"> Coordinator and staff time for outreach and information dissemination New CTE programming to meet student interests Adaptive equipment, ADA upgrades 	Outreach: \$6,998 once Implementation: TBD	MPUSD & PGUSD Student Support Services; PGAE; MAS; MPC	Enrollments	High Priority: Begin SP14
High School students with disabilities into and between programs for Adults with Disabilities and other Adult Education programming	Information and support for AWD students; establish point of contact at each school; improve communication between and among K-12 and Adult Education providers.	<ul style="list-style-type: none"> Counselor or staff time: one half-time position for consortium Coordinator time 	\$30,000/yr	MPUSD & PGUSD Student Support Services; PGAE; MAS; MPC	Enrollments	High Priority: Begin SP14

Objective 3 Narrative (Integrate Programs)

Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Short-Term Career Technical Education						
Adult School & MPC Computer/Technology Students and other Adult School students to MPC Business Skills and postsecondary Business Programs	Crosswalk Computer/Technology course descriptions and levels	• Instructor time	8 hours each PGAE, MAS and MPC instructors: \$983	PGAE; MAS; MPC	N/A: produce reference document	High Priority: Begin SP14
	Review Computer/Technology class locations and times; identify overlaps and gaps	• Coordinator time	4 hours: \$262	PGAE; MAS; MPC	N/A: produce reference document	High Priority: Begin SP14
Adult School Students to MPC postsecondary Health/Medical programs	<i>See contextualized ESL and career exploration strategies in Table 5.1.</i>					
Adult School Students to MPC postsecondary Hospitality programs	<i>See contextualized ESL and career exploration strategies in Table 5.1.</i>					

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Objective 4 Narrative (Address the Gaps)

Table 4.1: Implementation Strategies to Address Identified Gaps

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Additional Course Offerings						
Post-high school offerings for Adults with Disabilities who do not enroll in transition programs.	Adjust and add career offerings at Adult Schools to welcome AWD into courses for the general population	<ul style="list-style-type: none"> • Planning: Coordinator and teacher time to collect information about which courses would serve AWD and develop classes • Implementation: Funding for Teachers in Adult Basic Education (ABE), Art, Physical Fitness, Living Skills and Work Skills. 	<ul style="list-style-type: none"> • PGAE: ABE: \$1,200/wk for 5 days/wk of classes ART: \$318/wk for 3 days/wk of classes Physical fitness: \$400/wk for 5 days/wk of classes Subtotal: \$72,884/yr • MAS: Living Skills & Work Skills course: full-time teacher \$75,000/yr <i>Total: \$147,884</i> 	PGAE, MAS, and MPC	Course Enrollment Standard Classroom Assessments <i>Ideally: tracking K-12 students into Adult Education</i>	Medium Priority: Begin adding offerings FA15 (funding permitting)
Low-cost health programs: CNA, Home Health Aide, Phlebotomy, Medical Assistant.	Add low-cost health programming according to labor market demand while creating the least competition between programs possible.	<ul style="list-style-type: none"> • Planning: Coordinator and teacher time to research needs; Coordinator and administrator time to evaluate feasibility • Implementation: Funding for Teachers and Materials 	<ul style="list-style-type: none"> • Planning: 40 hrs coordinator time, 20 hrs Adult School teacher, 20 hrs MPC teacher: \$4,378 • Implementation: TBD 	PGAE, MAS, MPC	Depends on offerings	Medium Priority: Planning SP15-FA15 Implement SP16
Computer Courses	<ul style="list-style-type: none"> • Gauge student interest in new computer & technology programming (possibly using surveys or focus groups) • Refer students to existing courses at member schools • Add computer courses to meet student needs without duplicating offerings 	<ul style="list-style-type: none"> • Planning: Coordinator and teacher time • Implementation: CTE teachers 	<ul style="list-style-type: none"> • Planning: 40 hrs coordinator, 20 hrs teacher x3 schools: \$5,078 • Implementation: MAS teachers: \$11,856 per year per course <i>and/or</i> PGAE teachers: \$11,200 per year per course 	PGAE, MAS, MPC	Enrollment, Completion	High Priority: Planning SP15 Implementation on FA15

Objective 4 Narrative (Address the Gaps)

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Additional Course Offerings Continued...						
Citizenship Classes	<ul style="list-style-type: none"> • Conduct outreach • Direct interested students to current MAS course • Add programming to meet student needs without duplicating offerings 	Coordinator time Counselor time at all schools Teaching costs	<ul style="list-style-type: none"> • 40 hrs coordinator + 20 hrs counselor x3 schools: \$5,078 • MAS teaching one semester course \$11,856 • PGAE teaching one semester course: \$11,200 	PGAE, MAS	Enrollment, Citizenship Assessment	Medium Priority: <ul style="list-style-type: none"> • Outreach & info: SP15 • Add classes FA15
Apprenticeship Preparation	<ul style="list-style-type: none"> • Identify pre-apprenticeship program options • Work with partners to identify basic skills preparation needs • Integrate apprenticeship concepts and skills into basic skills offerings 	<ul style="list-style-type: none"> • Coordinator time • Partner time • Basic Skills faculty time 		PGAE; MAS; MPC	Pre-apprenticeship enrollments; student feedback; partner feedback.	Lower Priority: start FA17
Older Adult Classes	<ul style="list-style-type: none"> • Estimate need • Plan with residential care facility partners • Add programming 	<ul style="list-style-type: none"> • Planning time and materials • Implementation: Instructional supplies and teacher time 	TBD	PGAE	Enrollment	Lower priority (funding permitting)
Parenting Classes	<ul style="list-style-type: none"> • Estimate need • Plan with partners • Add programming 	<ul style="list-style-type: none"> • Planning time and materials • Implementation: Instructional supplies and teacher time 	TBD	PGAE	Enrollment	Lower priority (funding permitting)
Literacy in Primary Language: Spanish in the Workplace for Spanish Speakers	<ul style="list-style-type: none"> • Conduct outreach/gauge interest • Plan with business and employer partners • Add programming 	<ul style="list-style-type: none"> • Planning time and materials • Implementation: Instructional supplies and teacher time 	Planning: TBD MAS Cost Estimate: 1 FTE Instructor \$66,000	TBD	Enrollment	Lower priority (funding permitting)
Spanish as a Second Language: Workplace Spanish for English Speakers	<ul style="list-style-type: none"> • Conduct outreach/gauge interest • Plan with business and employer partners • Add programming 	<ul style="list-style-type: none"> • Planning time and materials • Implementation: Instructional supplies and teacher time 	TBD	TBD	Enrollment	Lower priority (funding permitting)

Objective 4 Narrative (Address the Gaps)

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Student Support						
Childcare	Expand childcare availability: PG: start ESL & HSD coverage with 2 providers MAS: expand ESL coverage and offer to HSD students	<ul style="list-style-type: none"> Childcare provider time: PG: 58 hrs per week @ \$12.50-\$22.00 (avg. of 17.25) MAS: 176 hrs per week @ \$10.38 Facility space: PG: has facility for Y1, has location to place portable rental after Y1 MAS: needs to rent space 	<ul style="list-style-type: none"> PG providers: \$40,020/yr PG facility: Y1: \$0; after: \$25,000/yr for portable MAS providers: \$69,421/yr MAS facility: Rental cost assuming no build-out at least \$1/sf * 100 sf/child: \$36,000/yr <p><i>Total Cost:</i> Y1: \$145,441 After/yr: \$170,441</p>	PGAE, MAS	Enrollment of students with childcare age children	High Priority: FA15
Transportation	Explore student discounts for Monterey-Salinas Transit passes	<ul style="list-style-type: none"> Coordinator time Possibly pay for reduced price bus passes 	TBD	PGAE, MAS, MPC	Student feedback; course attendance	Lower Priority
Disability Assessments	Explore scope of need for disability assessments with partners, counselors, and student outreach.	<ul style="list-style-type: none"> Coordinator time Possibly pay for reduced price disability assessments 	TBD	PGAE, MAS, MPC	Number of students assessed; enrollment	Lower Priority
Computers	Purchase replacement HSD and ESL computers for both Adult Schools & provide professional development	\$900 per computer, plus \$2,000 installation per classroom; 25 @ PGAE, 25 x2 sites @MAS; \$10,000 PD	\$83,500 once	PGAE, MAS	Student & faculty feedback	Medium Priority: FA16
Tutoring	<ul style="list-style-type: none"> Document current tutoring availability Gauge need for and interest in additional tutoring Create a planning team to explore collaborative tutoring options 	<ul style="list-style-type: none"> Planning time: counselors, teachers, coordinator Tutor wages/salary 	TBD	PGAE, MAS, MPC	Student & faculty feedback, retention, persistence	Medium Priority: SP16

Objective 4 Narrative (Address the Gaps)

Description of the Gap	Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties	Methods of Assessment	Timeline
Continued: Student Support						
Simplified Enrollment and other Processes	<ul style="list-style-type: none"> • Explore current enrollment processes • Identify barriers to enrollment and other processes • Create a planning team to address any barriers identifies 	<ul style="list-style-type: none"> • Planning time: counselors, teachers, coordinator • Implementation: TBD 	TBD	PGAE, MAS, MPC	Student & faculty feedback, enrollment	Medium Priority: SP16
HSD Materials	Purchase new High School Diploma Materials for PGAE	Odysseyware or Acellus online learning package (cost is for student seat time)	\$30,000/yr (\$600 per student)	PGAE, MAS	Faculty & student feedback	Medium Priority: SP16
ESL Materials	Purchase new ESL textbooks for both Adult Schools	\$5,000 materials cost per classroom set of textbooks, software updates, and testing materials; Classrooms: 3 @ PGAE, 6 @ MAS	\$45,000 once	PGAE, MAS	Faculty & student feedback	Medium Priority: SP16
Low-Cost Offerings	Provide current offerings without fees	State funding to cover program costs	MPC: <i>fee data pending</i> MAS: \$35,000/yr PGAE: \$73,000/yr	PGAE, MAS, MPC	Enrollment, retention, persistence	Medium Priority (funding permitting)

Objective 5 Narrative (Accelerate Student Progress)

Many of our Expert Teams have discussed contextualized or vocational ESL and basic skills courses as a possibility for accelerating student progress. We have also discussed career exploration courses that combine life skills, career information, career planning, and other content in CTE career cluster areas.

More research is needed into the effectiveness and implementation of these and other strategies to see if they are appropriate and feasible options for our region. Our consortium plans to move forward with exploring these strategies in spring of 2015.

Currently, efforts are already underway to implement research-based practices in our Monterey Peninsula College (MPC) Basic Skills offerings. The MPC English Department is planning to integrate the reading and writing Basic Skills English strands, which are currently offered separately. The MPC Math Department is offering intensive math for the first time, with 8 weeks each of beginning algebra and intermediate algebra forming 1 semester. These existing plans and strategies will also be monitored for progress by the AB 86 team.

Objective 5 Narrative (Accelerate Student Progress)

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Objective 5 Narrative (Accelerate Student Progress)

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

Description of the Approach	Tasks/Activities Needed to Implement the Approach	Resources needed	Estimate of the Cost	Responsible Members	Methods of Assessment	Timeline
Contextual ESL (ESL combined with CTE content, perhaps VESL or a similar approach), in one high-potential fields: <ul style="list-style-type: none"> Hospitality Business Management & Administration, Marketing Health Science 	<ul style="list-style-type: none"> Establish an implementation team Identify evidence-based models used in other schools Select CTE subject areas & project enrollment/conduct outreach Select a model Decide if there will be a pre-requisite Decide school location and school to provide teacher(s) Develop curriculum Submit course for approval Conduct Professional Development (introductory and ongoing) Track student progress and course success; use info. For continuous improvement Ongoing coordination 	<ul style="list-style-type: none"> Coordinator time and instructor time for research, curriculum development, and outreach PD providers and materials Instructor time for PD Instructional time Teacher & admin time for program review and improvement Coordinator time (ongoing) 	<ul style="list-style-type: none"> Planning: 1 semester of with ESL teacher and CTE teacher plus coordinator time: \$9,900 PD cost TBD Instructional cost: \$3,000 to \$10,000 for one ESL teacher depending on hiring status and school 	PGAE, MAS, and MPC	<ul style="list-style-type: none"> CASAS pre and post tests (Adult Schools) Classroom assessments (MPC) Student retention Student persistence Completion/Certificate attainment (rate and number) 	High Priority: <ul style="list-style-type: none"> SP15 design course proposal and curriculum development Submit for approval SU15 (Course approval takes 6-12 months at CC) Student outreach and professional development FA15-SP16 Pilot courses FA16
Career Exploration courses, in one high-potential field or combination of fields: <ul style="list-style-type: none"> Hospitality Business Management & Administration, Marketing Health Science 	<ul style="list-style-type: none"> Establish an implementation team Identify evidence-based models used in other schools Select CTE subject areas & project enrollment/conduct outreach Select a model and length of class Decide school location and school to provide teacher(s) Develop curriculum Course approval or changes to existing courses Conduct Professional Development (introductory and ongoing) Track student progress and course success Support continuous improvement 	<ul style="list-style-type: none"> Coordinator time and instructor time for research, curriculum development, and outreach PD providers and materials Instructor time for PD 	<ul style="list-style-type: none"> Planning: 1 semester with Career teacher, meetings with CTE college faculty plus coordinator: \$9,900 or less Implementation: PGAE Cost Estimate for 20 hour class: \$700 instructor plus \$50 materials per student (including assessment tests) 	PGAE, MAS, and MPC	Enrollment, Persistence, Retention	Medium Priority: Planning SP15 Implementation FA15

Objective 5 Narrative (Accelerate Student Progress)

Description of the Approach	Tasks/Activities Needed to Implement the Approach	•Resources needed	Estimate of the Cost	Responsible Members	Methods of Assessment	Timeline
Contextual Basic Skills courses or contextualized content (such as CTE content) in existing courses	<ul style="list-style-type: none"> •Further explore the need for and feasibility of offering contextualized content in Basic Skills courses. •Select programs to begin with (there is interest from MPC Business department and MAS basic skills) •Establish an implementation team •Select a program model •Adapt existing curriculum to incorporate contextualized content •Course approval •Conduct Professional Development (introductory and ongoing) •Track student progress and course success 	<ul style="list-style-type: none"> •Coordinator time to explore feasibility •Coordinator time and instructor time for research, curriculum development, outreach, and continuous improvement •PD providers and materials •Instructor time for PD 	TBD	Monterey Peninsula College	Enrollment, Persistence, Retention	Medium Priority: Begin planning SP15
Integration of Reading/Writing Basic Skills English Strands	Currently planned; pending approval from CCCC.	Coordinator and instructor time to communicate about effort	Cost covered by existing funding sources.	Monterey Peninsula College	TBD	Pending implementation
Intensive Basic Skills Math	Provide accelerated basic skills math offerings and additional support for students who enroll in them, such as tutoring in a small group environment	Coordinator and instructor time to communicate about effort	Cost covered by existing funding sources.	Monterey Peninsula College	TBD	Currently underway

Objective 6 Narrative (Professional Development)

Current Professional Development

Professional development for Adult Education faculty and staff in the Monterey Peninsula Region is currently somewhat limited and participation is self-driven. Monterey Peninsula College does have a number of general professional development opportunities available to all faculty and staff members.

Key factors limiting professional development activities are that most of these activities are not currently required for faculty and staff and there is not time or funding available for completing these activities. Providing collaborative professional development would require further resources in terms of coordination, but may save resources if professional development is offered simultaneously to faculty and staff from multiple schools.

Coordination

There appears to be somewhat limited information available to faculty and staff currently, and providing a centralized location for information could help encourage professional development activities and joint participation by faculty and staff from different schools.

New Collaborative Activities

There is interest and enthusiasm for providing collaborative professional development activities and ongoing opportunities for faculty and staff to learn together, such as through professional learning communities.

Topics suggested for collaborative professional development during Expert Team Meetings include:

- Cultural Competency
- Teaching Adult Learners
- Using Data to Improve Instruction
- Teaching Basic Skills Students
- How to provide an effective student orientation

Activities suggested for collaborative professional development during Expert Team Meetings include:

- Attending off-site workshops and conferences together
- Participating in on-site workshops together
- Participating in currently available local groups
- On-boarding resources for new hires, such as mentoring
- Observing other teachers in a collaborative environment

Training in Strategies to Accelerate Student Progress

Our consortium's Objective 5 strategies include new course types in career exploration and contextualized or applied courses. Faculty would need time to learn and practice these new topics and teaching methods in the following areas:

- Career Exploration
- Contextualized/Applied ESL
- Contextualized/Applied Basic Skills

Table 6.1 Current Professional Development: Current, effective professional development strategies carried out by consortium members that could be adapted for consortium-wide use.

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Various: MPC	<ul style="list-style-type: none"> • Flex Days each semester—have PD workshops, for example on grant writing • 3CSN, California Community Colleges’ Success Network: a state network that has free PD, especially for Community College Basic Skills. See http://3csn.org/ • Basic Skills Initiative (BSI) grant at MPC: \$5,000 per year for basic skills PD (there is sometimes some left over) • OnCourse at MPC campus—approximately 60 people participated on campus and people also went to their conference. Open to all MPC employees. See https://www.regonline.com/builder/site/default.aspx?EventID=1128944 • Continuing education required for credentials (self-driven and teachers pay for it themselves) • MPC Centralized travel and conference budget • Other grants that have initiatives and reimbursements • MPC Online has ongoing general PD offerings that people can access • Teaching Certification Program for faculty through @ONE Online Teaching (MPC Online) • Faculty Coffee and Conversation sessions (sponsored by ICDE committee) • Scholarly articles about adult education are available on EBSCOhost at MPC library. • Outside resources accessed by MPC faculty: <ul style="list-style-type: none"> ○ Flip the class (need more specifics) ○ CCC Confer Webinars ○ Publisher resources (textbook) ○ Professional organization: CATESOL, California and Nevada, for ESL teachers http://www.catesol.org/ ○ Steinbeck chapter: local PD group for ESL teachers from any organization ○ American Assoc. of Medical Assistants; CA Organization of Associate Degree Nursing, CA Health Workforce Initiative educational resources, etc. 	ESL, Basic Skills, Continuing Education, General PD	Not applicable.

Objective 6 Narrative (Professional Development)

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Various: MAS	<ul style="list-style-type: none"> • Monterey Adult School started PLCs by program area, and teachers get 1 hour per month of release time to participate. • Depending on your credential, there are requirements for the hours of PD per year for Adult School teachers • MAS has two paid days for PD where Adult School staff members do district PD and/or trainings together (staff development days). • Outreach and Technical Assistance Network for Adult Educators (OTAN): Provides information and resources, including online training events calendar. See: http://www.otan.us/. • CASAS Summer Institute: 3-4 days, includes information on state reports, compliance, testing, ESL, Learning Differences. MAS sends people. There is a cost barrier to attending this. See: http://www.casas.org/training-and-support/SI. 	ESL, General Adult Education, General PD	Not applicable.
Various: PGAE	<ul style="list-style-type: none"> • There is some funding for PD, but PGAE has no reimbursement for CTE PD. • There aren't flex days/staff development days at PGUSD for Adult School teachers, but they have it for others. • There is a conference and travel fund. • PGAE sends administrators to the CASAS Summer Institute and some teachers and the clerk have done online CASAS training. • In the past PGAE used OTAN training for financial reports, data and statistics and the WIA grant. 		Not applicable.

Table 6.2 Collaborative Professional Development Plan: topics the consortium considers priorities for collaborative professional development; including, at a minimum, topics to help achieve integration among consortium members and improvement of student outcomes

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Miscellaneous	Collect and distribute information on 3 rd party PD opportunities	All Program Areas: Cross-Cutting	Coordinator time: low-cost
Miscellaneous	Create/research free accessible repositories for teaching materials (library, webpage, etc.)	All Program Areas: Cross-Cutting	Coordinator time: low-cost
Miscellaneous	Coordinate attendance to 3 rd party PD opportunities: either attend together, or spread attendance across events	All Program Areas: Cross-Cutting	Medium-Cost: Coordinator time to organize; teacher release time to attend; travel expenses and registration fees.
Cultural Competency	Training Workshops & Informational Resources (During Flex Days, Staff Development Days, or other times when staff from all schools can attend together)	All Program Areas: Cross-Cutting	Medium-Cost: Outside professional development provider fees and employee release time
Teaching Adult Learners	Training Workshops & Informational Resources (During Flex Days, Staff Development Days, or other times when staff from all schools can attend together)	All Program Areas: Cross-Cutting	Medium-Cost: Outside professional development provider fees and employee release time
Using data to improve instruction (for teachers)	Training Workshops & Informational Resources (During Flex Days, Staff Development Days, or other times when staff from all schools can attend together)	All Program Areas: Cross-Cutting	Medium-Cost: Outside professional development provider fees and employee release time
How to do an effective orientation (for teachers as well as administrators and counselors)	Training Workshops & Informational Resources (During Flex Days, Staff Development Days, or other times when staff from all schools can attend together)	All Program Areas: Cross-Cutting	Medium-Cost: Outside professional development provider fees and employee release time
Contextualized Learning	Teacher training for implementing Objective 5 strategies	Selected areas for Objective 5 strategies	TBD

Objective 6 Narrative (Professional Development)

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Career Exploration	Teacher training for implementing Objective 5 strategies	Selected areas for Objective 5 strategies	TBD
Miscellaneous ESL	Encourage participation in the Steinbeck chapter, a local PD group for ESL teachers from any organization.	ESL	Low-cost: small amount of teacher time to attend and report back to colleagues
Miscellaneous, by program area	<p>Collaborative Professional Learning Communities: Ongoing opportunities for educators work together on recurring inquiry, research, and job-embedded professional learning to improve student learning. Activities might include:</p> <ul style="list-style-type: none"> • Review assessment results, discuss what's working • Share teaching strategies • Build lessons • Visit and observe each other in the classroom followed by constructive discussion/feedback • Attend related community events together and/or share experiences from them (talks, lectures, etc.) 	ESL, Basic Skills, and Adults with Disabilities	High-cost: 1.5 hours of teacher time biweekly for all Adult Education teachers
On-boarding	Mentoring: full-time faculty mentoring new part-time faculty (MPC has done this before)		Medium-Cost: faculty time from mentor and mentee

Objective 7 Narrative (Leverage Regional Structures)

Communication between and among Adult Education providers, government organizations, and community organizations in the Monterey Peninsula Region is somewhat limited. Many educational programs have advisory boards that include outside participants in an advisory capacity, but these activities have not been focused on Adult Education.

Our consortium aims to connect with at least one partner in each AB 86 program area with the goals of: better understanding regional needs, learning more about Adult Education offerings provided by other types of organizations, and leveraging local capacity to assist with planning and implementation.

Objective 7 Narrative (Leverage Regional Structures)

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Table 7.1 Leverage of Existing Regional Structures from Partners

Partner Institution Supporting Regional Consortium	Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
Monterey County Free Libraries	Basic Skills	Meeting scheduled with partners	PGAE, MAS, MPC	TBD	Start SP15
Monterey Institute for International Studies (MIIS)	Classes for Immigrants	Masters program student projects to support: curriculum development, translation, and professional development implementation	PGAE, MAS, MPC	Student time; MIIS instructor supervision of students	Start SP15
MPUSD and PGUSD high school disability programs	Programs for Adults with Disabilities	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.	MPUSD, PGUSD, PGAE, MAS, MPC	MPUSD and PGUSD will provide information and referrals and participate in planning and administrative activities.	Start SP15
California Department of Rehabilitation	Programs for Adults with Disabilities	Meet with partners	PGAE, MAS, MPC	TBD	Start SP15
Monterey County Workforce Investment Board	Short-Term CTE and Apprenticeships	Meet with partners	PGAE, MAS, MPC	TBD	Start SP15
Monterey County Chamber of Commerce	Short-Term CTE and Apprenticeships	Meet with partners	PGAE, MAS, MPC	TBD	Start SP15

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Appendix A: Demographics

Appendix Table 1: Race and Ethnicity among Adults in the Monterey Peninsula Region by City, 2010

	Total 18+	Hispanic or Latino (of any race)	Not Hispanic or Latino			
			White alone	African American alone	Asian alone	Other
Big Sur	1,154	21.1%	75.3%	0.3%	1.1%	2.3%
Carmel-by-the-Sea	3,341	3.9%	91.4%	0.3%	2.6%	1.8%
Carmel Valley Village	3,644	6.3%	89.1%	0.5%	1.8%	2.4%
Del Monte Forest	3,766	3.2%	87.0%	0.8%	7.2%	1.8%
Del Rey Oaks	1,340	8.9%	79.2%	0.8%	7.5%	3.6%
Marina	14,945	22.0%	40.4%	7.6%	21.5%	8.5%
Monterey	23,544	12.0%	73.6%	2.6%	7.9%	3.9%
Pacific Grove	12,562	9.1%	81.0%	1.3%	5.5%	3.1%
Sand City	275	33.5%	54.9%	3.3%	4.4%	4.0%
Seaside	24,102	38.0%	36.5%	8.8%	10.7%	6.1%
Monterey Peninsula Region	88,673	19.6%	60.9%	4.6%	10.0%	4.9%
Monterey County	304,044	49.1%	38.3%	3.2%	6.5%	2.9%

Source: US Census, Hispanic or Latino, and Not Hispanic or Latino by Race for the Population 18 years and Over, 2010.

Note: "Other" category includes: American Indian or Alaska Native alone, Native Hawaiian or other Pacific Islander alone, Other race alone, Two or more races.

Appendix Table 2: Age Ranges among Adults in the Monterey Peninsula Region, 2010

	Total 18+	18 to 24	25 to 64	65+
Big Sur	1,154	6.7%	79.0%	14.3%
Carmel-by-the-Sea	3,341	3.4%	56.8%	39.7%
Carmel Valley Village	3,644	6.0%	69.0%	25.0%
Del Monte Forest	3,766	5.7%	52.8%	41.5%
Del Rey Oaks	1,340	6.9%	70.1%	23.0%
Marina	14,945	17.0%	68.0%	15.0%
Monterey	23,544	16.3%	65.4%	18.3%
Pacific Grove	12,562	7.9%	66.3%	25.8%
Sand City	275	12.0%	84.7%	3.3%
Seaside	24,102	18.4%	69.8%	11.8%
Monterey Peninsula Region	88,673	14.2%	66.8%	19.1%
Monterey County	304,044	15.2%	70.2%	14.6%

Source: US Census, Demographic Profile Data, 2010.

Appendix Table 3: Presence of children under age 6 in Monterey Peninsula Region Households by City, 2010

	Total Households	Families with kids under 6	% of Total Households with kids under 6	Among families with kids under 6		
				Husband & Wife live together with kids under 6	Mother lives with kids under 6 (no Husband present)	Other living situations with kids under 6
Big Sur	623	24	3.9%	66.7%	4.2%	29.2%
Carmel-by-the-Sea	2,095	53	2.5%	81.1%	15.1%	3.8%
Carmel Valley Village	1,895	72	3.8%	81.9%	8.3%	9.7%
Del Monte Forest	1,925	42	2.2%	95.2%	2.4%	2.4%
Del Rey Oaks	701	35	5.0%	94.3%	2.9%	2.9%
Marina	6,845	493	7.2%	62.3%	24.9%	12.8%
Monterey	12,184	754	6.2%	82.1%	12.3%	5.6%
Pacific Grove	7,020	322	4.6%	75.2%	17.4%	7.5%
Sand City	128	9	7.0%	66.7%	33.3%	0.0%
Seaside	10,093	1,033	10.2%	76.0%	14.5%	9.5%
Monterey Peninsula Region	43,509	2,837	6.5%	75.8%	15.6%	8.6%
Monterey County	125,946	9,333	7.4%	71.6%	16.7%	11.8%

Source: US Census, Households and Families, 2010.

Appendix Table 4: Educational Attainment for Monterey County, ages 18 and over, 2008-2012

	18+ *	18-24	25+	65+ **
Less than HS	29.2%	26.8%	29.6%	25.0%
HS Grad	21.3%	27.9%	20.1%	45.1%
Some college or AA degree	29.3%	41.0%	27.2%	
Bachelor's degree or higher	20.3%	4.4%	23.1%	29.9%
Monterey County Totals	304,908 (100%)	46,367 (100%)	258,541 (100%)	44,828 (100%)

Source: US Census American Community Survey estimates, Educational Attainment, 2008-2012.

Notes:

*18+ is calculated by using estimates from 18-24 and 25+. 18+ estimates may not be exact due to rounding in the other two age categories.

**Census data for 65+ combined two education levels ("HS grad" and "some college or AA degree") into one category.

Appendix Table 5: Monterey County Adults ages 18 and over with a Disability, 2008-2012

	18-64		65+	
With No disability	226,464	93.3%	29,035	66.4%
With any disability	16,146	6.7%	14,692	33.6%
Total Population	242,610	100%	43,727	100%

Source: US Census American Community Survey estimates, Disability Characteristics, 2008-2012.

Appendix Table 6: Employment Status for Males and Females in Monterey County, 2012

	Population 20 to 64	Male	Female	Female with children under 6 years
Employed	65.9%	68.5%	63.0%	55.7%
Unemployed	10.3%	10.0%	10.7%	14.4%
Not in labor force	24.3%	20.4%	28.7%	34.5%
Total	246,531	130,178	116,353	22,919

Source: US Census American Community Survey, Employment Status, 2008-2012 5-year estimates.

Appendix Table 7: Employment Status by Educational Attainment for Monterey County, ages 25 to 64, 2012

	Population 25 to 64	Less than HS	HS diploma	Some college or Associate's degree	Bachelor's degree or higher
Employed	67.2%	60.3%	66.2%	69.5%	74.7%
Unemployed	9.2%	13.4%	10.3%	7.5%	4.9%
Not in labor force	24.4%	30.3%	25.9%	22.7%	16.7%
Total	213,713	65,210	43,314	58,722	46,467

Source: US Census American Community Survey, Employment Status, 2008-2012 5-year estimates.

Note: Employment and Unemployment ratios are out of the Total Population, not the Labor Force. The percentages may not add to 100% because of rounding and margins or error.

Appendix B: Labor Market

Appendix Table 8: Employment Status for White and Hispanic or Latino Populations in Monterey County, Ages 16 and Over, 2008-2012

	White (not Hispanic or Latino)	Hispanic or Latino
Employed	52.3%	58.6%
Unemployed	7.7%	13.6%
Not in labor force	39.3%	31.7%
Total (16 and over)	119,965 (100%)	157,371 (100%)

Source: US Census American Community Survey, Employment Status, 2008-2012 5-year estimates.

Note: Employment and Unemployment rates are out of the total population, not just those "in the labor force."

Appendix Table 9: Underemployment among those who were Employed in past 12 months, Monterey County, ages 16 to 64, 2008-2012

	Totals	%
Worked 1 to 34 hours per week	45,774	22.9%
Worked 35+ hours per week, but fewer than 50 weeks per year	44,536	22.3%
Worked 50+ weeks for 35+ hours	109,504	54.8%
Monterey County (employed in past 12 months)	199,814	100.0%

Source: US Census, American Community Survey estimates, Sex by Work Status in the Past 12 Months by Usual Hours Worked per Week in the Past 12 Months by Weeks Worked in the Past 12 Months for the Population 16 to 64 years, 2008-2012. Note: This table does not include those who did not work at all in the past 12 months (72,432).

Appendix Table 10: Poverty Status for adults in the Monterey Peninsula Region, 2009-2013

	Population for which Poverty Status is determined	Below Federal Poverty Level
Population 18+	102,735	12,412
Source: US Census American Community Survey, Poverty Status, 2009-2013 5-year estimates.		

Appendix Table 11: Poverty Status and Work Status for those 16 and over in the Monterey Peninsula Region, 2009-2013

	Population for which Poverty Status is determined	Worked full-time	Worked part-time	Did not work
16 and older	12,796	1,032	4,458	7,306
%	100.0%	8.1%	34.8%	57.1%

Source: US Census American Community Survey, Poverty Status, 2009-2013 5-year estimates.

Appendix Table 12: Earnings in the Past 12 months, Monterey County Residents Ages 16 and over, 2012

Earnings	Population 16 and over	Male	Female
\$1 to \$9,999 or less	2.1%	1.7%	2.6%
\$10,000 to \$14,999	5.2%	4.6%	6.0%
\$15,000 to \$24,999	18.4%	17.5%	19.8%
\$25,000 to \$34,999	16.0%	15.2%	17.1%
\$35,000 to \$49,999	18.6%	17.5%	20.2%
\$50,000 to \$64,999	13.9%	14.4%	13.1%
\$65,000 to \$74,999	5.8%	5.7%	6.0%
\$75,000 to \$99,999	9.1%	9.7%	8.1%
\$100,000 or more	10.9%	13.5%	7.0%
Totals	113,380 (100%)	67,702 (100%)	45,678 (100%)
Mean earnings	\$54,062	\$59,114	\$46,575

Source: US Census American Community Survey estimates, Earnings in the Past 12 Months (in 2012 Inflation-Adjusted Dollars), 2008-2012 5-year estimates.

Appendix Table 13: High-growth Occupations Aligned with Monterey Peninsula College Education Pathways, by Career Cluster, Monterey County, 2010-2020

Career Cluster	Occupation	Certification or Education Needed ¹	Projected Openings per Year	Median Annual Salary, 2012
Business Management & Administration			653	
Business Mgmt. & Admin.	Stock Clerks and Order Fillers		39	\$22,693
Business Mgmt. & Admin.	Receptionists and Information Clerks		53	\$24,751
Business Mgmt. & Admin.	Shipping, Receiving, and Traffic Clerks		24	\$28,666
Business Mgmt. & Admin.	Office Clerks, General		96	\$33,123
Business Mgmt. & Admin.	Office and Administrative Support Workers, All Other		19	\$34,148
Business Mgmt. & Admin.	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive		28	\$35,304
Business Mgmt. & Admin.	Payroll and Timekeeping Clerks		14	\$37,732
Business Mgmt. & Admin.	Customer Service Representatives		49	\$37,855
Business Mgmt. & Admin.	Bookkeeping, Accounting, and Auditing Clerks		55	\$40,440
Business Mgmt. & Admin.	Information and Record Clerks, All Other		15	\$41,887
Business Mgmt. & Admin.	Meeting, Convention, and Event Planners		11	\$49,815
Business Mgmt. & Admin.	Executive Secretaries and Executive Administrative Assistants	*	28	\$50,734
Business Mgmt. & Admin.	First-Line Supervisors of Office and Administrative Support Workers	*	63	\$54,365
Business Mgmt. & Admin.	Business Operations Specialists, All Other		46	\$64,549
Business Mgmt. & Admin.	Human Resources, Training, and Labor Relations Specialists, All Other		10	\$65,237
Business Mgmt. & Admin.	Management Analysts	*	19	\$78,868
Business Mgmt. & Admin.	Administrative Services Managers	*	10	\$83,168
Business Mgmt. & Admin.	General and Operations Managers	*	45	\$103,792
Business Mgmt. & Admin.	Managers, All Other	*	16	\$106,208
Business Mgmt. & Admin.	Chief Executives	**	13	\$175,973

Career Cluster	Occupation	Certification or Education Needed ¹	Projected Openings per Year	Median Annual Salary, 2012
Education & Training			335	
Education & Training	Library Technicians		11	\$29,840
Education & Training	Teacher Assistants		47	\$31,168
Education & Training	Preschool Teachers, Except Special Education		17	\$33,625
Education & Training	Middle School Teachers, Except Special and Career/Technical Education		17	\$48,841
Education & Training	Secondary School Teachers, Except Special and Career/Technical Education		40	\$53,083
Education & Training	Educational, Guidance, School, and Vocational Counselors		12	\$56,200
Education & Training	Teachers and Instructors, All Other		118	\$58,363
Education & Training	Elementary School Teachers, Except Special Education		50	\$58,661
Education & Training	Kindergarten Teachers, Except Special Education		11	\$60,422
Education & Training	Postsecondary Teachers, All Other		12	N/A
Health Science			301	
Health Science	Home Health Aides		35	\$22,909
Health Science	Nursing Aides, Orderlies, and Attendants		26	\$30,017
Health Science	Dental Assistants		14	\$33,139
Health Science	Medical Assistants		22	\$34,097
Health Science	Medical Secretaries		29	\$35,640
Health Science	Pharmacy Technicians		14	\$42,392
Health Science	Licensed Practical and Licensed Vocational Nurses		28	\$59,373
Health Science	Medical and Health Services Managers		10	\$98,339
Health Science	Registered Nurses		113	\$105,487
Health Science	Pharmacists		10	\$132,084
Hospitality & Tourism			1024	
Hospitality & Tourism	Cooks, Fast Food		25	\$18,672
Hospitality & Tourism	Waiters and Waitresses		240	\$18,711
Hospitality & Tourism	Dishwashers		50	\$18,871
Hospitality & Tourism	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop		38	\$19,083
Hospitality & Tourism	Dining Room and Cafeteria Attendants and Bartender Helpers		36	\$19,164
Hospitality & Tourism	Combined Food Preparation and Serving Workers, Including Fast Food		121	\$19,242
Hospitality & Tourism	Food Preparation Workers		82	\$19,488
Hospitality & Tourism	Amusement and Recreation Attendants		21	\$20,783
Hospitality & Tourism	Bartenders		23	\$21,225
Hospitality & Tourism	Recreation Workers		12	\$21,860
Hospitality & Tourism	Food Servers, Nonrestaurant		15	\$22,721

Career Cluster	Occupation	Certification or Education Needed ¹	Projected Openings per Year	Median Annual Salary, 2012
Continued: Hospitality & Tourism				
Hospitality & Tourism	Tour Guides and Escorts		14	\$22,771
Hospitality & Tourism	Maids and Housekeeping Cleaners		103	\$23,675
Hospitality & Tourism	Hotel, Motel, and Resort Desk Clerks		55	\$25,097
Hospitality & Tourism	Janitors and Cleaners, Except Maids and Housekeeping Cleaners		47	\$27,207
Hospitality & Tourism	Cooks, Restaurant		60	\$28,146
Hospitality & Tourism	First-Line Supervisors of Food Preparation and Serving Workers	*	39	\$33,026
Hospitality & Tourism	Cooks, Institution and Cafeteria		16	\$34,800
Hospitality & Tourism	Lodging Managers	*	12	\$46,897
Hospitality & Tourism	Food Service Managers	*	15	\$58,290
Human Services			225	
Human Services	Personal Care Aides		127	\$22,177
Human Services	Childcare Workers		38	\$23,749
Human Services	Hairdressers, Hairstylists, and Cosmetologists		20	\$23,799
Human Services	Massage Therapists		18	\$30,560
Human Services	Fitness Trainers and Aerobics Instructors		12	\$32,387
Human Services	Social and Human Service Assistants		10	\$37,484
Marketing			730	
Marketing	Driver/Sales Workers		15	\$21,669
Marketing	Retail Salespersons		264	\$22,161
Marketing	Cashiers		208	\$22,376
Marketing	Counter and Rental Clerks		24	\$23,072
Marketing	Parts Salespersons		14	\$34,551
Marketing	Sales and Related Workers, All Other		12	\$37,211
Marketing	First-Line Supervisors of Retail Sales Workers	*	62	\$40,533
Marketing	Sales Representatives, Services, All Other		28	\$60,795
Marketing	Market Research Analysts and Marketing Specialists		20	\$61,813
Marketing	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products		54	\$62,692
Marketing	First-Line Supervisors of Non-Retail Sales Workers	**	11	\$72,664
Marketing	Sales Managers	*	18	\$82,544

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.

¹Column pending.

*Symbol indicates the need for 1-5 years of experience

**Symbol indicates the need for 5+ years of experience

N/A - Information is not available.

Occupations with projected annual growth of less than 10 are not included. Occupations with employment below 50 in 2010 are excluded. Occupational employment projections include self-employed, unpaid family workers, private household workers, farm, and nonfarm employment. Occupation subtotals may not add to the totals due to rounding and the suppression of data.

Appendix C: Basic Skills Classes

Appendix Table 14: Educational Attainment, ages 18 and up in Monterey County, 2008-2012

	Totals	% of Total
Less than 9th grade	54,364	17.8%
9th to 12th grade, no diploma	34,474	11.3%
High school graduate, GED, or alternative	64,941	21.3%
Some college, no degree	68,813	22.6%
Associate's degree	20,426	6.7%
Bachelor's degree	38,715	12.7%
Graduate or professional degree	23,175	7.6%
Monterey County	304,908	100.0%

Source: US Census, American Community Survey estimates, Sex by Educational Attainment for the Population 18 Years and over, 2008-2012.

Appendix Table 15: Educational Attainment by Age, Monterey County, 2008-2012

	18+ *	18-24	25+	65+ **
Less than HS	29.2%	26.8%	29.6%	25.0%
HS Grad	21.3%	27.9%	20.1%	45.1%
Some college or AA degree	29.3%	41.0%	27.2%	
Bachelor's degree or higher	20.3%	4.4%	23.1%	29.9%
Monterey County Totals	304,908 (100%)	46,367 (100%)	258,541 (100%)	44,828 (100%)

Source: US Census American Community Survey, Educational Attainment, 2008-2012 5-year estimates

Notes:

*18+ was calculated by using estimates from 18-24 and 25+. 18+ estimates may not be exact due to rounding in the other two age categories.

**Census data for 65+ combined two education levels ("HS grad" and "some college or AA degree") into one category.

Appendix Table 16: Educational Attainment by Place of Birth for the Population 25 and Over in Monterey County, 2008-2012

	Total 25+		Native Citizen		Not Native Citizen	
Less than HS	76,433	29.6%	17,391	11.3%	59,042	56.7%
HS Diploma, GED, or Equivalent	52,006	20.1%	34,507	22.3%	17,499	16.8%
Some College or Associate's Degree	70,240	27.2%	55,407	35.9%	14,833	14.3%
Bachelor's Degree	36,833	14.2%	28,827	18.7%	8,006	7.7%
Graduate or Professional Degree	23,029	8.9%	18,333	11.9%	4,696	4.5%
Total Monterey County	258,541	100.0%	154,465	100.0%	104,076	100.0%

Source: US Census American Community Survey, Place of Birth by Educational Attainment, 2008-2012 5-year estimates.

Appendix Table 17: Educational Attainment by Ethnicity, Ages 25 and Over in Monterey County, 2008-2012

	Total 25+		White alone (not Hispanic or Latino)		Hispanic or Latino (of any race)	
Less than HS	71,604	31.8%	6,497	6.1%	65,107	54.4%
HS Diploma, GED, or Equivalent	44,606	19.8%	20,142	19.1%	24,464	20.4%
Some College or Associate's Degree	59,048	26.2%	36,527	34.6%	22,521	18.8%
Bachelor's Degree or Higher	50,071	22.2%	42,511	40.2%	7,560	6.3%
County Totals	225,329	100.0%	105,677	100.0%	119,652	100.0%

Source: US Census, American Community Survey, Sex by Educational Attainment for the Population 25 Years and Over, White alone (not Hispanic or Latino) and Hispanic and Latino, 2008-2012 5-year estimates.

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) helps ensure students graduate with grade level skills in reading, writing, and math. Most students must pass this test to obtain a high school diploma, although some students with disabilities are not required to pass. Students take the test for the first time in tenth grade. Those who do not pass may retake the test in the eleventh and twelfth grades.^{xi}

Appendix Table 18: 2013-14 CAHSEE Results for Mathematics, Grade 10

	Tested	Passing	% Passing	Not Passing	% Not Passing
Monterey Unified School District	713	611	85.7%	102	14.3%
Pacific Grove Unified School District	153	148	96.7%	5	3.3%
Carmel Unified School District	201	196	97.5%	5	2.5%
Monterey Peninsula Region: 3 District Total	1,067	955	89.5%	112	10.5%
Monterey County	4,902	3,945	80.5%	957	19.5%

Source: California Department of Education, California High School Exit Exam, Grade 10, 2013-2014.

Appendix Table 19: 2013-14 CAHSEE Results for English- Language Arts, Grade 10

	Tested	Passing	% Passing	Not Passing	% Not Passing
Monterey Unified School District	711	585	82.3%	126	17.7%
Pacific Grove Unified School District	155	149	96.1%	6	3.9%
Carmel Unified School District	207	197	95.2%	10	4.8%
Monterey Peninsula Region: 3 District Total	1,073	931	86.8%	142	13.2%
Monterey County	4,900	3,824	78.0%	1076	22.0%

Source: California Department of Education, California High School Exit Exam, Grade 10, 2013-2014.

Appendix D: Classes for Immigrants: Citizenship, ESL, and Workforce Preparation

Appendix Table 20: English Proficiency by Language Spoken at Home among Ages 18 and older, Monterey Peninsula Region, 2008-2012

	18+	%
Speak only English	77,170	73.1%
Speak any other Language	28,375	26.9%
"not well"	7,581**	26.7%**
Speak Spanish	15,257	53.8%
"not well"	5,718	37.5%
Speak other Indo-European Language	*	*
"not well"	*	*
Speak Asian Language	6,994	24.6%
"not well"	*	*
Speak Other Language	*	*
"not well"	*	*
Totals	105,545	100%

Source: US Census American Community Survey, AGE BY LANGUAGE SPOKEN AT HOME BY ABILITY TO SPEAK ENGLISH, 2008-2012 5-year estimates

Notes:

*Indicates margin of error was greater than 20% of the estimate, and so data are unreliable and not presented.

**Margin of error was greater than 20% of estimate (34.7%), but data is presented to use as indicator for needs met. Estimate is 7,581 +/- 2,627.

Appendix Table 21: Citizenship for the Population 18 and over in the Monterey Peninsula Region and Monterey County, 2008-2012

	Population 18+	Citizen: Native	Citizen: Naturalized	Not Citizen
Monterey Peninsula Region	105,545	80,871 (76.6%)	11,344 (10.7%)	13,330 (12.6%)
Monterey County	305,074	187,185 (61.4%)	35,835 (11.7%)	81,703 (26.8%)

Source: US Census, American Community Survey, Sex by Age by Nativity and Citizenship Status, 2008-2012 5-year estimates.

Appendix Table 22: Citizenship Status among Hispanic and Latinos ages 18 and over, Monterey County, 2008-2012

	18+ Hispanic or Latino
Not Citizens	72,498 (48.6%)
Total Population	149,325 (100%)

Source: US Census American Community Survey, Sex by Age by Nativity and Citizenship Status (Hispanic or Latino), 5-year estimates, 2008-2012

K-12 Education

In the K-12 system, students whose primary language (or “native language”) is not English are categorized as either “English Learners” (EL), or “Fluent-English-Proficient” (FEP). EL students lack English skills in “listening comprehension, speaking, reading, and writing necessary to succeed in the school’s regular instructional programs.” FLP students, on the other hand, have met district criteria for English proficiency.^{xii}

Appendix Table 23: 2013-14 English Learners and Fluent-English-Proficient, K-12

	Total Student Enrollment	English Learners	FEP
Monterey Peninsula Unified School District	10,768	3,279 (30.5%)	2,353 (21.9%)
Pacific Grove Unified School District	2,055	165 (8.0%)	209 (10.2%)
Carmel Unified School District	2,468	139 (5.6%)	183 (7.4%)
Monterey Peninsula Region: 3 District Totals	15,291	3,583 (23.4%)	2,745 (18.0%)
County	74,684	30,608 (41.0%)	16,746 (22.4%)

Source: California Department of Education, English Learner Students and Fluent-English-Proficient Students, 2013-2014.

Appendix Table 24: Cohort Outcome Data, Dropouts, Class of 2012-13

School District	Cohort Total	Cohort Dropouts	EL Students	EL Dropouts
Monterey Peninsula Unified School District	759	71 (9.4%)	165	31 (18.8%)
County Total	4,991	518 (10.4%)	1,537	266 (17.3%)

Source: California Department of Education, Cohort Outcome Data for the Class of 2012-2013.

Appendix E: Classes for Adults with Disabilities

Appendix Table 25: Individuals with Disabilities in Monterey County by Disability Type, ages 18 and over, 2008-2012

	18-64		65+	
With No disability	226,464	93.3%	29,035	66.4%
With any disability	16,146	6.7%	14,692	33.6%
With a hearing difficulty	3,422	1.4%	6,478	14.8%
With a vision difficulty	2,715	1.1%	2,408	5.5%
With a cognitive difficulty	6,677	2.8%	4,362	10.0%
With an ambulatory difficulty	7,646	3.2%	9,162	21.0%
With a self-care difficulty	3,116	1.3%	4,176	9.6%
With an independent living difficulty	5,648	2.3%	6,979	16.0%
Total Population	242,610	100%	43,727	100%

Source: US Census American Community Survey estimates, Disability Characteristics, 2008-2012

Note: Ratios of types of disabilities do not add up to “any disability” ratio because many individuals have more than one disability.

Appendix Table 26: Employment Status among people Ages 18 to 64 with Disabilities, Monterey County, 2008-2012

	With Disability	%	No disability	%
Employed	5,846	36.2%	161,320	71.2%
Unemployed	1,224	7.6%	19,764	8.7%
Not in labor force	9,076	56.2%	45,380	20.0%
Totals 18-64 in Monterey County	16,146	100.0%	226,464	100.0%

Source: US Census, American Community Survey, Employment Status by Disability Status, 2008-2012 5-year estimates.

Appendix Table 27: Race and Ethnicity by Disability Status in Monterey County, all ages, 2008-2012

	Total population	With disability
White alone, not Hispanic or Latino	129,344	12.6%
Hispanic or Latino of any race	224,064	5.6%
African American alone	9,379	15.7%
Asian Alone	25,606	9.2%
Other race alone	45,431	6.3%
Two or more races	13,997	8.8%

Source: US Census, American Community Survey estimates, Disability Characteristics, 2008-2012.

Notes:

Estimates for races with small populations were unreliable, and not included in table, including Native Hawaiian & Other Pacific Islander, and American Indian & Alaska Native.

There may be overlap between those identified as Hispanic or Latino, and those who are races besides white.

Learning Disabilities in K-12

Among elementary and secondary Special Education students in Monterey County, the most common type of disability is Learning Disability (42.2% of Special Education students).^{xiii}

Appendix Table 28: K-12 Students with Disabilities in Monterey County, 2013-2014¹⁰

	Total Enrollment	Students with Disabilities	Students with Learning Disabilities
Monterey County	74,684	7,265 (9.7%)	3,069 (4.1%)

Source: California Department of Education, Special Education Division, 2013-2014.

Appendix F: CTE and Apprenticeships

Appendix Table 29: High School Education by Age, Monterey Peninsula Region, 2008-2012

	Total Population	Less than HS diploma	%
18-24	14,210	1,679	11.8%
25+	91,335	10,921	12.0%
18+	105,545	12,600	11.9%

Source: US Census, American Community Survey, Educational Attainment 2008-2012 5-year estimates.

¹⁰ The California Department of Education categorizes Special Education students into 13 categories of disability: Intellectual Disability, Hard of Hearing, Deaf, Speech or Language Impairment, Visual Impairment, Emotional Disturbance, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Deaf-Blindness, Multiple Disability, Autism, and Traumatic Brain Injury. “Specific Learning Disability” is defined as: a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.”¹⁰

Appendix Table 30: Educational Attainment by age, Monterey County 2008-2012

	18+ *	18-24	25+	65+ **
Less than HS	29.2%	26.8%	29.6%	25.0%
HS Grad	21.3%	27.9%	20.1%	45.1%
Some college or AA degree	29.3%	41.0%	27.2%	
Bachelor's degree or higher	20.3%	4.4%	23.1%	29.9%
Monterey County Totals	304,908 (100%)	46,367 (100%)	258,541 (100%)	44,828 (100%)

Source: US Census American Community Survey estimates, Educational Attainment, 2008-2012.

Notes:

*18+ was calculated by using estimates from 18-24 and 25+. 18+ estimates may not be exact due to rounding in the other two age categories.

**Census data for 65+ combined two education levels ("HS grad" and "some college or AA degree") into one category.

Appendix G: Notes on Census Data

Reliability

Note on the reliability of data: Some data sources used in this report are more reliable than others. The US Census generates estimates based on surveys given to a sample of the population. In data presented, we have noted when the margin of error (a measure of the accuracy of an estimate) is greater than 20% of the estimate; please interpret those estimates with caution, as they are less accurate. All 2010 US Census data included is reliable. The 2008-2012 American Community Survey is a source we often cite, but data can be unreliable due to small sample sizes.

Geographies

We used different geographies in our estimates (Cities, Monterey Peninsula Region, and Monterey County), depending on the availability and reliability of data. Ideally, we used data at the City level. Ten cities make up the "Monterey Peninsula Region." When City data was not available or reliable, we used "County Sub-Division" data; 4 sub-divisions make up the Monterey Peninsula Region. When these data were not available or reliable, we used Monterey County data, which includes a geographic area larger than the Monterey Peninsula Region.

- Cities in the Monterey Peninsula Region include: "Places": Carmel-by-the-Sea, Carmel Valley Village CDP, Del Monte Forest CDP, Del Rey Oaks, Marina, Monterey, Pacific Grove, Sand City, and Seaside, and one "5-Digit Zip Code Tabulation Area," 93920, which is Big Sur.
- Monterey County Sub-divisions in the Monterey Peninsula Region include: Big Sur CCD, Carmel-by-the-Sea CCD, Carmel Valley CCD, and Seaside-Monterey CCD.

Self-Reported Data

Because the American Communities Survey is self-reported data, it is possible that certain populations are underestimated. For example, someone with a disability may not clearly fit into one disability category. If survey respondents do not self-identify and report having a disability, this population will be underestimated.

Sources

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- ii The Crosswalk Validation Project, National Research Center for Career Technical Education: <http://www.nrccte.org/resources/studies/crosswalk-validation-project>.
- iii Literacy Foundation. "State of Literacy in Monterey County." December 2011.
<http://literacycampaignmc.org/wp-content/uploads/2011/11/Compressed-State-of-Literacy-MC1.pdf>
- iv National Center on Education and the Economy. "High Schools Fail to Teach What Graduates Need to Succeed in Community Colleges, Instead Teaching What they Don't Need." May 7, 2013. <http://www.ncee.org/wp-content/uploads/2013/05/PressReleasewithHeader.pdf>
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- vii Monterey Peninsula Chamber of Commerce, Workforce Readiness Survey, June 2013.
- viii US Department of Commerce, National Telecommunications and Information Administration. *Digital Nation: Expanding Internet Usage*. February 2011.
http://www.ntia.doc.gov/files/ntia/publications/ntia_internet_use_report_february_2011.pdf
- ix Monterey-Salinas Transit: <http://mst.org/fares/passes/gopasses/>
- x US Census, American Community Survey, Means of Transportation to Work by Selected Characteristics, 2008-2012 5-year estimates.
- xi California Department of Education. <http://www.cde.ca.gov/ta/tg/hs/>
- xii California Department of Education.
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