



Section 1: Consortium Information

1.1 Consortium Grant Number:

1.2 Consortium Name:

1.3 Primary Contact Name:

1.4 Primary Contact Email:

If applicable:

1.5 Fiscal Agent Name:

1.6 Fiscal Agent Email:

1.7 Identify each member organization currently within your Consortium, and your Consortium representative.

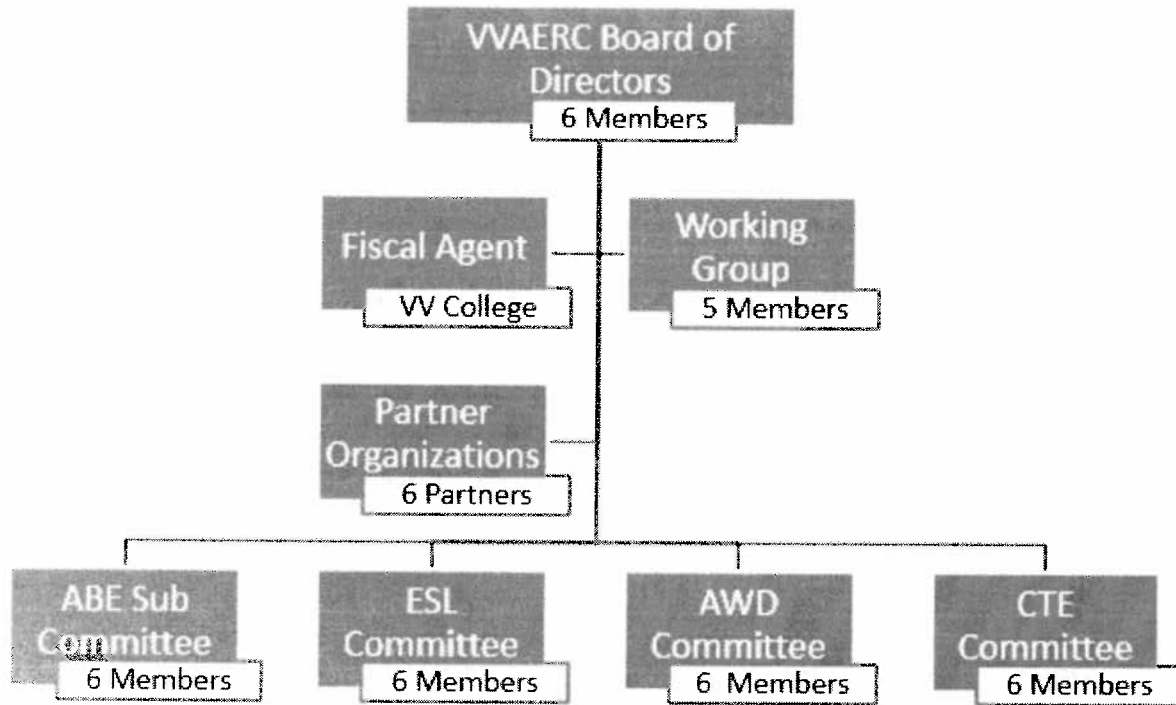
Organization	Representative Name	Representative Phone	Representative Email	Date Officially Approved
Apple Valley USD	Adele McClain	760-985-7218	Adele_mcclain@avusd.org	10/1/2015
Hesperia USD	Kim Walker	760-244-1771	Kim.walker@hesperiausd.org	9/14/15
Snowline JUSD	Matt Wells	760-868-3222	Matt_wells@snowlineschools.com	9/22/15
Victor Valley UHSD	Gloria McGee	760-955-3201	gmcgee@vvhhsd.org	9/2/2015
Victor Valley College	Peter Maphumulo	760-245-4271	Peter.maphumulo@vvc.edu	10/13/15
*Lucerne USD	Suzette Davis	760-248-6108	suzette_davis@lvsd.k12.ca.us	N/A

*Lucerne USD has opted not to participate in the Consortium until the 2016-17 program year.

1.8 Use the Governance Template to describe how your Consortium operates programmatically and fiscally.

Please see submitted Governance Document.

1.9 Attach an organizational chart to this plan submission. Show member relationships (including reporting) and interface with key partners, and identifying the fiscal agent (if applicable) and primary contact. See Guidance for sample and definitions.



1.10 Whether using a single fiscal agent or not, describe how you are fiscally managing your block grant. How are you rolling up grant expenditures to certify and report to the State? Who will be your Certifying Officer?

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The VVAERC will approve the distribution schedule pursuant to Section 84913 by Consortium Board consensus and/or vote, in accordance with the Adult Education Block Grant (AEBG) and the VVAERC Governance Plan. In the event that a consensus cannot be reached, the consortium will be required to vote. A minimum of two-thirds vote will be needed for the passage of any motion. The vote of each official-designated member shall be recorded as cast. The names of the members making and seconding each motion shall be recorded in the Consortium minutes. The distribution schedule will follow the funding priorities as specified in the VVAERC AB86 Comprehensive Regional Plan, March 2015. Grant expenditures will be rolled up by the Project Manager, Martha Mendez, and certified by Karen Hardy, Director of Fiscal Services at Victor Valley Community College.

Section 2: Plan Summary for Program Year 2015-16

The AB104 effort focuses on the following purpose described in AB86: “... **to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage.**” Your *AB104 Adult Education Block Grant Three-Year Plan Update* summarizes what your Consortium’s vision and goals are for your regional Adult Education system by the end of the three-year implementation period (by the end of program year 2017-18). The annual plans will focus on what will be done to make progress towards that vision.

2.1 Provide an Executive Summary regarding how your Consortium proposes to make progress in program year 2015-16 towards the realization the vision and goals of your Consortium’s AB104 AEBG Three-year Plan referred to above. What will your system look like by the end of 2015-16? See Guidance document for more information about this narrative.

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The Desert Region is currently serving thousands fewer adult students than it once did in core programs identified as part of AB104: Adult Basic and Secondary Education, English as a Second language and Citizenship, Career and Technical Education, Pre/Apprenticeships, Adults With Disabilities, Older Adults Reentering the Workforce, and Equipping Adults with Skills to Help K-12 Student Success. Adult learners in the region have long been underserved due to deep budget cuts and competing priorities for resources at the K-12 and community college districts. The Victor Valley – Desert Region’s population is growing faster than many other areas of the State of California. This rapid growth is only placing more pressure for Adult Education services in the region. Local districts have felt the impact that this is causing. Nearly 1,000 students are turned away each year due to lack of funding. Adult Learners are placed on long waiting lists or asked to pay fees that most people without an education cannot afford.

To this end, The Victor Valley Adult Education Regional Consortium (VVAERC) has developed a multi-layered approach to streamline assessments and curriculum between the K-12 and community college systems, and to enhance, restore, and institute additional programs across all member districts. The plan, to be phased in starting in FY 2015-16, is not focused on simply getting by with adequate funding; the vision is to leverage existing community, county, state and federal resources to build a practical, effective network of adult education services. The consortium recognizes the opportunity to seize the current political momentum backing workforce preparation programs at both the state and federal levels. VVAERC further seeks to harness the passion of local school administrators to turn attention toward adults needing basic literacy skills,

Adults with Disabilities, and those who would benefit from English as a Second Language programs that are contextualized to tie into a roadmap for success.

The VVAERC plan falls into the three umbrella categories of Systems Alignment and Regional Equity; Counseling Services; and Data Management. In addition to additional services, seamless transitions will be put into place for the betterment of the student. The consortium plans to share enrollment data and wait list information, class offerings and assessment information for educational and career pathways throughout the region. The goal is for all sites to evaluate, counsel and track students based on the same criteria. The consortium is also invested in engaging counselors and administrators at each site in new partnerships as part of this task force to provide services that will benefit students, whether in finding jobs or furthering their education through one of Victor Valley College's many existing pre-licensure and certificate programs or the Member Districts' developing adult education CTE programs. The consortium envisions providing a focused transition service plan, region-wide, as a measurable initiative, where administrators will be able to track student success to a greater extent than now possible.

New Service Providers:

To meet the growing need for service provision across the region, additional service provision across all objective and program areas will be added to each Member district. Counselors and instructors will be added to each program to account for the waiting list of students. Additionally, Snowline JUSD, a Member district that has not provided services in the past, will begin offering services in ABE, ESL, HSE, and CTE.

ESL:

English as a Second Language services will be expanded in all Member districts, and at Victor Valley College: VESL Computer Literacy classes will be implemented Consortium-wide, as well as English in the Workplace curriculum.

Accelerate Student Progress:

Counseling services will be added to each Member district to facilitate the development of common career and academic pathway models. Additionally, services to Adults with Disabilities will be expanded through technology integration by all Member districts, and integration of ESL strategies into ABE/HSE/HSD curriculum will afford a streamlined instructional approach.

CTE:

Career Technical Education (CTE) programs at Victor Valley College will be expanded to recognize

and continue to work with K-12 Member certificated and job generating programs that lead directly to employment, linking to partner workforce entities, build on best practices, support existing internship and explore pre-apprenticeship programs leading to certification and employment. The consortium additionally seeks to build on the momentum at the federal level for a broader acceptance of fields that meet the rigorous criteria for pre-apprenticeship programs in order to transition more students into the workforce. The consortium will continue to offer, maintain, and support courses and programs that meet the existing needs of our local communities and in addition to enhancing, modifying and reconstructing programs and evaluate fees paid for critically needed programs. Specifically, Victor Valley College and Member districts will add additional courses leading to industry recognized certifications which have been identified as possible high growth areas in fields such as manufacturing, transportation, health care, energy/utilities, and dental assistance.

Professional Development:

Regional professional development for adult education staff is a critical part of providing quality transition services to students. This effort necessitates deepening strategic partnerships with local organizations, including churches, the San Bernardino County Workforce Investment Board, Employment Development Department (EDD) officials, and chambers of commerce. VVAERC has developed a plan to deliver regionally shared professional development across the seven program areas of AB104. This includes training in CCR Frameworks, Andragogical Methodologies of Instruction, Workplace Employability Requirements, Technology Instruction (Blended Learning Models), Contextualized Instruction, and Intercultural Competence.

Common Assessments:

The use of CASAS, which is currently only being used by Hesperia USD, will be adopted by all Member districts in order to allow students greater transitions between programs. Alignments will be developed to assist in the transition of students from Adult Education programs (utilizing CASAS) to Victor Valley College (currently utilizing CELSA and ACT).

Section 3: Consortium Services and Funding Allocations

3.1 Please identify the types of services your Consortium will provide, and the funding that will go to support these efforts. Information about levels of service will be gathered in Section 6. Using the Section 3 Workbook, each Consortium Member will fill out their own spreadsheet. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Roll-up Summary Page of the Workbook. Below is an overview of the information required. **NOTE: The 5% Administration amount for the Adult Education Block Grant (AEBG) funds (MOE and Remaining Consortium Allocation) will be automatically totaled from the spreadsheet roll-up amounts. Do NOT include these amounts in your calculations of MOE and Consortium funds.**

Please see attached spreadsheet.

Table 2: Consortium Table by Program Type and Fund Source

	Regional Consortium AEBG Allocation		WIOA Title I (Adult Education & Literacy)	Adult Perkins	CarWorks	LCFF	CCO Apportionment	Adults in Jail	Total
	MOE	Remaining Consortium Allocation							
Adult Education (ABE, ASE, Basic Skills)									\$0
English as a second language									\$0
Pre-apprenticeship training									\$0
Career and Technical Education									\$0
Adults training to support child school success									\$0
Older Adults in the workforce									\$0
Services for Adults with Disabilities									\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

3.2 Consortium Allocations by member. The spreadsheet described above in 3.1 will also provide the figures required in the table below, on the Roll-up Summary Page of the Section 3 Workbook. Below is an overview of the information that will be shown.

Please see attached spreadsheet.

Table 1: Consortium Membership and AEBG Regional Allocations

	Regional Consortium AEBG Allocation	
	MOE	Remaining Consortium Allocation
Member name >	\$0	\$0
Member	\$0	\$0
Member	\$0	\$0
Member	\$0	\$0
Member name >	\$0	\$0
Member name >	\$0	\$0
Total	\$0	\$0

Section 4: Overview of 2015-16 Action Plans

Building off of your AB86 Final Plan, your AB104 Three-Year Consortia Plan Update and expected accomplishments for the 2015-16 program year, briefly outline your Consortium's top **3-5 key activities** for each of the Plan Objectives listed below. The original AB86 Objectives language has been adapted to the AB104 context.

4.1 Objective #3: Integrate existing programs and create seamless transitions into postsecondary education or the workforce. How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.

Plans to facilitate transitions from adult education to college or career should include activities to support program alignment and pathways. Plans should also address support services needed to ensure that students have access to educational advising and that they develop educational plans to help them move toward their academic and career goals. Describe the specific activities the Consortium will employ to create the following:

- **Educational pathways** – VVAERC will utilize a career planning tool within Bridge (Eureka) platform which provides articulated career and academic pathways from HSD/HSE completion through enrollment to Victor Valley College and on to 4-year study and/or workforce employment.
 - **Alignment of:**
 - **Placement** – The implementation of CASAS by all Member districts, which is currently not used by all Members, will align placement of students into programs, allow for easier transition of students between programs, and standardize the curriculum levels of instruction across the region.
 - **Curriculum** – The VVAERC will fund release time for faculty to align and sequence the programs of study at all levels to accommodate sequential movement between pathways and seamless transitions within academic pathways.
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- **Assessments** – Consortium will adopt CASAS for all Member districts who currently do not utilize the assessment, as well as for all Members providing ESL instruction. This will set the stage for non WIOA Title II funded programs to apply for funding.
 - **Progress indicators** – Promotion and progression through the CASAS levels will service as

achievement benchmark indicators of student success. Increased graduation rates from HSE/HSE programs and increased enrollment to Victor Valley College industry recognized certification programs will serve as a progress indicator for the VVAERC.

o **Major outcomes - i.e., awards of high school diplomas, CTE certificates, etc.** – The increase in passing rates for GED and HiSET (which will be added starting in January 2016) will serve as outcome measures. The VVAERC requires that all Member district administration certify the authenticity of the data.

● **Transition strategies among the Consortium participants’ systems including:**

o **Communication paths among Consortium participants and higher education institutions –**

The Consortia Committee use Google Drive to share information and each of the objective working groups has a Google Site to facilitate collaboration. The decisions of the Consortium Board will be distributed via email and regular correspondence regarding project implementation will be shared through an email distribution list of Members and Partners, which include Victor Valley Community College.

Each month the Consortium Board will meet to discuss ongoing implementation of the Annual Plan and examine ongoing successes of programs and procedures. From these meetings the duties of the multiple subcommittees will be assigned. Subcommittees include a composition of Consortium Members, Partners, and other community stakeholders. These meetings will address the identified issues and strive to ensure a smooth continuance of services for the Adult Education and English Second Language (ESL) student.

In addition, a Consortium web site is utilized to inform the Consortium Members, Partners, and community stakeholders with updates, important upcoming events, a roster of members and contact information. The website is http://www.vvc.edu/academic_programs/hal/ab86-adult-ed-regional-consortia.

o **Defined and articulated pathways to postsecondary education or the workforce –** The consortium will conduct ongoing reviews to leverage existing “best practices” to accelerate and maximize adult learners’ progress toward educational and career goals. Some of these based on national research include providing assessment/testing at facilities convenient and/or familiar to students and offering re-test opportunities to increase accurate course placement; training adult school and community college counselors to work together if needed to help create student educational plans; ramping up offerings of dual enrollment courses to allow more adult students to take courses relevant to career and educational goals while enrolled in an adult education program; enhanced contextualized learning to link basic skills education for adult

learners to career and educational goals; working with those administering the county's new Career Pathways Trust grants to maximize program completion for adult learners.

The VVAERC Consortium will also utilize the K-16 Bridge program which affords students and educational department's access to relevant and vital information needed to make informed decisions while keeping the student on track for program completion. Students are given opportunities to practice basic skills and access some courses. While educational entities can track each student's performance and deliver personalized assistance to each student assuring they are getting the best services possible.

Furthermore, an expanded K-16 Bridge program that includes Adult Ed profiles will guide efforts as well as growth towards better transition services. K-16 will gather and provide important data that can guide future decisions. Additionally, the Consortium intends to examine and build upon the aligned efforts of the region with regards to postsecondary workforce. As the Consortium continues to plan, it will examine the best practices for the region and utilize data collection tools to make the best assessments.

Victor Valley College's DSPS department plans to employ approaches proven to accelerate a student's progress toward academic or career goals by utilizing process improvement strategies to ensure that not only students understand the operational aspects of DSPS but also faculty, campus staff, and the high school partners.

The Victor Valley College Math Department has developed a course to move students through the lower-level algebra courses and into the algebra courses required for graduation and transfer. The Math and English Departments have made courses from the Basic Skills Program into prerequisites for their lower-level courses.

o Embedded access to student services including counseling, guidance, and follow-up – The Consortium Board has approved the creation of a position similar to the high school/college counselor to facilitate successful transitions by adult learners/students into postsecondary academic pathways and/or career pathways.

In order to combat the challenges for Adult Students, a Transition Counselor will provide outreach activities, and be housed at Victor Valley Community College. The Transition Counselor will schedule regular visits to all Member districts' Adult School campuses to conduct workshops such as steps to enrollment, financial aid, and introduction to the college culture. The Transition Counselor will assist in developing other non-cognitive skills such as balancing work and school, resume workshops with critiques, mock interview sessions, and CTE pathways. The Transition Counselor will provide an introduction course on how to utilize the K-16 Bridge software program in order to assist with each student's education completion. The

Transition Counselor will invite college staff and faculty to discuss programs and transfer options to adult school students annually.

In addition, the Transition Counselor shall schedule College Placement Tests onsite at Member District's campus once per semester. Transition Counselor will also create programming to ease the anxiety often associated with attending college or taking a placement test. The Transition Counselor will provide each student a sense of familiarity prior to taking the test or entering the Victor Valley Community College campus.

Each semester, students from all Member districts and Partner organizations will be invited to attend a special information meeting facilitated by Victor Valley College. The group of students will be given a tour of the college and attend a panel discussion held by first and second year Adult Students who now attend Victor Valley College. This will allow potential adult education students to develop a sense of social belonging; another non-cognitive skill that is needed for post-secondary educational success. Prior to the commencement of Victor Valley College's fall, spring, and summer semester, the Transition Counselor will organize a "Transition Recognition" event to recognize students who have completed their adult education program and are matriculated at a community college or transitioning to the workforce from Adult School. The event will include a community resource fair.

4.1a Provide a description of your **Regional Assessment Plan, i.e. how students will be appraised, placed, assessed, etc. into the regional adult system, as they progress, and as they move among the various schools. What tools and vendors will you be using for these activities?**

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VVAERC recognizes the need for alignment between Consortium Members in providing seamless services and transitions to adult students. Currently, Hesperia USD is the only Member that uses the NRS approved CASAS compendium of assessments. As such, the Consortium will be implementing the CASAS assessments for ABE, HSE, and ESL across all Member districts. Additionally, data services via TOPS Pro Enterprise will be deployed across all Member districts to unify and bridge transitions for students between Adult Education service providers.

4.1b Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student/classroom level? How will this system enable you to meet the targeted program outcomes?

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Student enrollment, demographic data, and performance is currently managed by the AERIES system in

Apple Valley USD, Victor Valley JUHD and Snowline USD. Hesperia USD utilizes TOPSpro Enterprise and ASAP. As the CASAS Assessment system is rolled out in all districts, the implementation of TOPSpro Enterprise will be explored as a means of unifying the system and types of data collected by each Member district. TOPSpro Enterprise allows faculty and administrators to use data to prepare learners to master skills, to incorporate content standards into the curriculum and to meet federal reporting requirements.

TOPSpro Enterprise will allow Member districts of VVAERC to get a complete performance picture. All stakeholders– from student and instructor to state education or workforce director – benefit from longitudinal performance information needed to make effective decisions that improve learning, teaching and training. The TOPSpro Enterprise system will allow Member districts of VVAERC to choose from predefined reports or to create customized reports for comprehensive data analysis. Faculty and administrators can identify learners and programs that need help and develop strategies for improvement. Learner groups can be compared and program-wide analysis can be performed to drill down to individual learner data to focus on instruction and curriculum revision. Lastly, TOPSpro Enterprise will allow Member districts of VVAERC to visualize data and quickly assess impact of introduced interventions with your own customizable dashboard indicators.

4.1c List other activities to integrate existing programs and create seamless transitions into postsecondary education and/or the workforce.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Counselor created brochures to articulate pathway for VCC enrollment	Q1 2016	All, under the guidance of VVC.	Increased applications and matriculation of Adult Education students at VVC.	Number of students transitioning from Adult Education programs to VVC.
Bridge matriculation pathway	November 2015	All	Ability to take the Accuplacer at Adult Education sites	Increased enrollment at Victor Valley College
VCC Trunk show	Q1 2016	All	Increased applications and matriculation of Adult Education students at VVC.	Number of students transitioning from Adult Education programs to VVC.

4.2 Objective #4: Activities to address the gaps identified in Objective 1 (evaluation of *current levels and types of adult education programs* within its region, and Objective 2 (evaluation of *current needs for adult education programs* within the Consortium’s region), updated in your Updated AB104 3-year Plan. Describe how the Consortium will respond to the gaps identified in the region. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. Activities to address these should include strategies to incrementally increase capacity in identified gap areas (e.g., using distance learning to reach adult populations in a Consortium’s region who are currently underserved).

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Expanded ABE/HSE/HSD	Q1 and Q2 2016	All	Increased enrollment, outcomes, and College transfers.	Evaluation of enrollment numbers.
Expanded ESL	Q1 and Q2 2016	All	Increased enrollment, outcomes, and HSE/HSD transfers.	Evaluation of enrollment numbers.
Snowline IUSD	Q1 and Q2 2016	Snowline	Successful enrollment of students and completion of programs of study.	Evaluation of enrollment numbers.
Expanded Adults with Disability Service Provision	Q1 and Q2 2016	All	All Member districts will offer more course offerings in all program areas. Victor Valley UHSD will expanded services in the already offered Adults Special Education class.	Successful enrollment of more students and completion of programs of study.

4.3 Objective #5: Employ approaches proven to accelerate a student’s progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education. Research has emerged in recent years identifying practices that reduce the time it takes for adult learners to progress through basic skills and career education pathways. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student’s competencies (competency-based), and putting basic skills content into the context of a student’s goals and career path (contextualized).

Many examples of these “best practices” are already in place within and among California adult

education and community college programs. These “best practices” are not new to faculty; in fact, they have been developed *by* faculty. AB104 expects that the work done by regional consortia will include plans to make use of these strategies within their basic skills and career programs and in joint programming strategies.

In many places in the country, Integrated Basic Skills Training (IBEST) models, which contextualize the development of basic skills with the acquisition of workforce competency, have produced impressive data showing how learning can be accelerated while joining skills development with career readiness certifications. The AB104 website will continue to build links and resources tied to best practices and research done through adult education and community colleges.

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

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
Expanded Counseling Services	January 2016	All	Successful enrollment of more students and completion of programs of study.	Evaluation of enrollment numbers.
Expanded Pre-Apprenticeship Offerings	Q1 and Q2 2016	All	Successful enrollment of more students and completion of programs of study, and transfers to Victor Valley College.	Evaluation of enrollment numbers.
Contextualized Curriculum Pilot (Snowline JUSD)	Q1 and Q2 2016	Snowline USD	Snowline JUSD will pilot a contextualized curriculum in identified career pathways with the goal of expanding the offering to other Member districts.	Evaluation of enrollment numbers and successful transition of students into CTE and Certificate programs at Victor Valley College in the Fall of 2016.

4.4 Objective #6: Collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes. A critical element to ensuring the effective implementation of the Consortium’s plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and

support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

Faculty and staff from all local Consortium members and partners will need to implement collaborative professional development strategies to foster alignment and to support ongoing assessment and improvement of student outcomes.

Collaborative professional development plans should identify topic areas the Consortium considers a priority, such as:

- Practices in basic and secondary skills that build the “college readiness” skills.
- Team building, critical thinking, problem solving, study skills, soft skills, and career assessment.
- Technology use and integration to enhance and expand technology in Instruction.
- New models and instructional strategies for contextualized and/or accelerated teaching and learning.
- Skills building intercultural competence among faculty, staff, and administrators.

Examples of collaborative activities might include developing professional learning communities comprising faculty in the same content area, representing all Consortium participants. Plans might also describe joint team participation in professional development activities offered through regional/statewide associations and how these teams might share what they learn with other faculty. Consortia may also want to consider having field experts come to a regional facility to provide in-house training to greater numbers of staff, faculty and administrators. Consortia in areas where transportation may pose a problem may want to develop plans to use technology to overcome that challenge.

List activities that your consortium will implement to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

Activity	Timeline	Consortium Members Involved	Outcomes Expected	Method of Assessing Impact
ISTE Technology Training	Q4 2015	All	Faculty and staff will be trained on the ISTE Student, Teacher, and Administrator standards.	Integration of technology standards into the current course curriculum at all Member districts.
Andragogical Instructional Methodology Training (Adult	Q1 2016	All	Faculty and Staff will be provided the opportunity to attend professional development that highlights the difference between pedagogical	Integration of common teaching methodologies across all Member districts.

Learning Theory)			instructional methodologies and andragogical practices that specifically target the learning modalities of adult learners.	
CTE Training	Q 1 2016	All	Faculty and Staff will be offered two different opportunities to participate in professional development opportunities to: 1) learn more about the Apprenticeship opportunities in California, as overseen by the California Community College Chancellor's Office, and how alignment of CTE programs of study can be leveraged to increase workforce employability and streamlined service provision, and; 2) learn more about how CTE is an integral partner in workforce development and employability.	Greater inclusion of career readiness preparation, skills instruction, and career pathway focus in curriculum across all program areas.
AWD Training	Q1 2016	All	Currently, only one Member district offers specific courses for adults with disabilities. Faculty and Staff will be provided with professional development opportunities to deepen knowledge of providing services to this population of learners. Topics will include IEPs/504s, curriculum modification, assessment modification/requirements, varied instructional methodologies, etc.	Integration of common teaching methodologies across all Member districts.

4.5 Objective #7: Leverage existing regional structures, including, but not limited to, with local workforce investment areas. Describe how the Consortium will leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

For example, a Consortium might include in its plan to offer classes, taught by one of the member districts, at a local Workforce Development Center which is easily accessible by members of the community. Another Consortium might opt to work with the industries in its region to develop a career transition program focused on helping students with disabilities gain the necessary skills to enter the

workforce.

● Partners might include but are not limited to:

- WIBs
- Chamber of Commerce
- County Libraries
- County Office of Education
- Industry Employer Groups
- Literacy Coalitions
- Economic Development Regions
- County Social Services - CalWORKs
- Employment Development Department (EDD)

● Examples of activities include:

- Outreach by the regional Consortium to existing regional structures not yet involved Adult Education that could address a gap or need
- Expanding utilization of existing regional resources for Adult Education students
- Participation of Consortium Members in organizations that involve employers, Economic and Workforce Development to enhance responsiveness to economic needs

List activities to leverage existing regional structures and utilization of resources.

Activity	Partner(s)	Contribution(s) Made	Consortium Members Involved	Timeline	Customers Expected	Method of Assessing Impact
Expand the utilization of existing VVC resources.	Victor Valley College DSPS	On-site visits and outreach to Adult Education service providers	All	Ongoing	Applicants to Victor Valley College from Adult Education schools	Enrollment data
Outreach by the Consortium to existing regional structures	Goodwill of Southern California	An initial meeting was held at the Los Angeles office of the Southern California Goodwill to explore options to expand service provision in partnership with the	All	September 30, 2015, and ongoing	Goodwill is already a provider of services to the same population often served by Adult Education. By engaging at a deeper and more meaningful level, VVAERC expects to streamline services across the region, reduce duplication of services, and provide greater ease of	Increased referrals between agencies, increased levels of shared resources, implementation of common assessments, and greater alignment of curriculum.

		Goodwill programs in Hesperia, CA.			transition between services for adult learners.	
Partner with AVUSD EL population for counseling and crisis management	Victor Valley Community Support Services	Provide adults with counseling services. Currently cross refer for community workshops and mental health support, behavioral health support.	Victor Valley College	Ongoing	Adult students needing family and individual behavioral and mental health support.	Increased referrals between agencies, increased levels of shared resources.
Participation of Consortium Members in organizations that involve employers, Economic and Workforce Development to enhance responsiveness to economic needs	San Bernardino Workforce Investment Board	Consortium Member districts will begin attending with San Bernardino Workforce Development Board meetings with the goal of gaining deeper insights into the economic needs of the High Desert region, existing programmatic implementation , and regionally specific LMI data for high-growth sectors.	All	Ongoing	Clients seeking employment services	Increased alignment of service provision based on LMI and increased referrals between programs.
Collaboration of consortium members with JPA to enhance responsiveness to industry and CTE needs in the	Mountain Desert Regional Career Occupations Pathways Trust (MDRCOP) CTE JPA	CTE Collaboration to address gaps in services in the area of curriculum alignment, validate need of industry	ALL	Ongoing	Adult Students seeking short term CTE training	Augmented CTE course offerings for adults in the region based on students completing CTE programs

region.		credentialing, inform on regional industry needs, articulate CTE pathways.				
Expand the utilization of existing County of San Bernardino resources.	County of San Bernardino	San Bernardino County library provides basic literacy courses and free Wi-Fi and literacy workshops and other resources.	ALL	Ongoing	Adults in the community seeking adult literacy classes and access to technology and Wi-Fi for homework completion.	Increased referrals between agencies, increased levels of shared resources.
Expand the use of K16 Bridge My Mentor online curriculum for teachers and students	The Lewis Center for Educational Research-- K16 Bridge Program	Currently providing 'My Mentor' adult education pilot program to AVUHSD. My Mentor used throughout all K12 high schools in the region.	ALL	ongoing	Adult education students transitioning to the workforce or postsecondary education.	Increased students transitioning between Adult Education and post-secondary.

Section 5: Estimated Budget by Objective

Provide an estimate of the budget the Consortium will plan to expend in order to carry out the activities (including those not listed above) for each Objective. It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time. Using the Section 5 Workbook, each Consortium Member will fill out their own spreadsheet. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Roll-up Page of the Workbook. Below is an overview of the information required. **NOTE: The 5% Administration amount for the Adult Education Block Grant (AEBG) funds (MOE and Remaining Consortium Allocation) will be automatically totaled from the spreadsheet roll-up amounts. Do NOT include these amounts in your calculations of MOE and Consortium funds.**

Please see attached spreadsheet.

Table 3. Consortium Member Table by Objective and Fund Source

	Regional Consortium AEBG Allocation		WIOA Title II (Adult Education & Literacy)	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Adults in Jail	Total
	MOE	Remaining Consortium Allocation							
Obj. 3: Seamless Transition									\$0
Obj. 4: Gaps in Services									\$0
Obj. 5: Accelerated Learning									\$0
Obj. 6: Professional Development									\$0
Obj. 7: Leveraging structures									\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

EXAMPLE

Section 6: Levels of Service and Assessment of Effectiveness

6.1 Provide a baseline from your AB86 Final Plan, as applicable, and target numbers for each of the AB104 Program Areas listed in the table shown below. Estimates for the baseline figures for the new AB104 program areas are acceptable. Duplicated headcounts are acceptable as some students may be in more than one program. You may add notes to explain your baseline and target figures, if necessary. Figures should represent the Consortium as a whole.

Please see attached spreadsheet.

Number of Students Served, by Program Type	Baseline for 2013-2014 From AB86 Final Plan		Target for 2015-2016	Notes
Adult Education (ABE, ASE, Basic Skills				
English as a second language				
Pre-apprenticeship training				
Careers and Technical Education				
Adults training to support child school success				
Older Adults in the workforce				
Adults with Disabilities				
Total				

6.2 Provide target percentages for each of the performance measures listed in the table shown below. See the Guidance document for more information on this section, a link to the Pell Grant Eligibility website and resource links for goal-setting approaches. Figures should represent the Consortium as a whole.

Please see attached spreadsheet.

Performance Measures	Target for 2015-2016	Notes
For WIOA students - % that make substantive gains in literacy (as established by WIA test protocol) for those who had this goal during the current program year.		
For Non-WIOA students - % that achieve course completion for those who had this goal during the current program year.		
% Completion of HSD or Equivalent, for those who had this goal during the current program year.		
% Transition from K-12 adult to post-secondary.		

% Transition from non-credit to credit in post-secondary.		
% Attain Pell Grant eligibility (including Ability to Benefit eligibility)		
% Completion of post-secondary certifications, degrees, or training programs, for those who had this goal during the current program year.		
% Placed in jobs, for those who had this goal during the current program year.		
% With increased wages, for those who had this goal during the current program year.		

6.3 List and describe any additional measures your Consortium will be tracking in order to gauge the impact of the Consortium’s plan efforts. (Optional)

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Given that the Desert Region is currently serving thousands fewer adult students than it once did, the impact of the Consortium’s plan will be measured through unduplicated enrollment numbers, unless students are enrolled in multiple programs. With the goal of increasing the number of adult education students to the workplace and to college entrance, enrollment figures will provide critical data points on program completion, transition, and acceleration.

6.4 List and describe the approaches or measures you as a Consortium will be looking at to evaluate the effectiveness of your Consortium. (Required)

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Victor Valley Adult Education Regional Consortium recognizes the important and significance of the AB104 investment in Adult Education. To self-evaluate the performance of the VVAERC Regional Plan, the Consortium Board will engage in an ongoing analysis of:

- High School Equivalency enrollment and completion data
- High School Diploma enrollment and completion data
- Transitions from students from Member district Adult Education programs to Victor Valley College
- ESL enrollment and progression data

Data will be evaluated by the Consortium Board on a quarterly basis to ensure funding allocations are appropriate, and adjustments are made when weak areas are identified. Additionally, the VVAERC Board will meet quarterly with Partner organizations to determine the impact of AB104 spending on the region, including job placement rates, employer retention, and shifts in high growth sectors.

Section 7: Consortium Member Signature Block

Name:

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Date:

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