



AEBG
PARTNERSHIP FOR A SKILLING
CALIFORNIA WORKFORCE

AB104 Adult Education Block Grant - Three-Year Consortia Plan Update from AB86 Final Plan

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

13-328-066

1.2 Consortium Name:

Victor Valley Adult Education Regional Consortium

1.3 Primary Contact Name:

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1.4 Primary Contact Email:

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Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

2.1 Provide an Executive Summary of your consortium's AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.

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The VVAERC plans to leverage existing support services both inside the K-12 Adult Education and community college systems and with the San Bernardino County Workforce Investment Board, Economic Development Department (EDD) officials, local chambers of commerce, public library system and area nonprofits. The goal of this multi-layered plan is to create clear pathways to educational programs and/or careers for adult learners across the region of the Consortium. This will be accomplished through enhanced communication site to site, targeted professional development and a heightened role for guidance counselors and EDD partners. Some of the immediate issues being addressed include:

- ❖ Loss of adult education programs in Lucerne Valley.
- ❖ Lack of adult education programs in Snowline Joint Unified School District rural area (Phelan, Baldy Mesa, Wrightwood, Pinion Hills, El Mirage)
- ❖ Work preparation and life skills course offerings for adults with disabilities.
- ❖ Student support services and pre-apprenticeship programs leading to apprenticeships.

- ❖ Transition services, including counseling, systems, tracking, IT and MIS systems.
- ❖ Alignment of course offerings and infrastructure to support student transfer between programs/locations.
- ❖ Programs in Healthcare, IT, and Green Job Technologies for CTE.
- ❖ Processes to ensure curricula and course offerings are adaptable to the needs of the community and labor market.
- ❖ The consortium is analyzing current wait lists for Adult Basic Education and ESL classes at its member adult schools to identify areas of greater need in its communities. To date, ESL course offerings have been identified as a program area in need of expansion with waiting lists across all member districts.

To this end, the VVAERC goals and priorities include:

1. Reestablish and support additional program offerings in the Desert Region. Identify sites and offer programs for the community of Lucerne Valley, Phelan, Baldy Mesa, Wrightwood, Pinion Hills, and other rural regions
2. Build on basic literacy programs that have been identified as a severe gap for the region. Focus developing a model pilot program for Q1 '16.
3. Coordinate a Seamless Transition Team to support adult education, college, and career transitions. Develop systems to bridge student and program information (K16 Bridge, marketing, outreach, information sharing). Transition Team will include all stakeholders (administration, staff, faculty, students, etc.) representing the six regional student support services across each of the regional member programs. Develop a sustainable model across region to provide academic and career advising, guidance and college counseling.
4. Assessment coordination. Identify adult learners seeking transition to the college and assess them with the current college assessment tools.
5. Perform a needs assessment of adult education in the region.
6. Perform an asset mapping for adult education in the region
7. Alignment of Adult Education Programs. Year one will focus on the alignment of basic skills and High School courses across region member programs.
8. Develop and align current ESL courses across the region.
9. Develop non-credit Career Technical Education (CTE) courses and Apprenticeship programs in the area
10. Build awareness of any CTE and career pathways among regional partners.

Together, all of these components will create a successful ecosystem of service delivery, and more importantly sustainability.

2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.

NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

2.2a Objective #1: An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

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All Member districts that currently offer Adult Education services are expanding the number of courses, levels of courses, and times of course offerings. Additionally, one Member district (Snowline) that has not provided Adult Education services in the past several years will begin offering services within the seven identified program areas of AB104. Lucerne USD will evaluate starting Adult Education programs during the 2016-17 program year.

2.2b Objective #2: An updated evaluation of *current needs* for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).

This should provide an updated overview (if applicable) of the consortium's region including:

- Analysis/description of local regional economy
- Additional analysis utilizing other data

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There has been no substantive change in the local regional economy or data provided by the partner Workforce Development Boards since submission of the Regional Plan in March 2015. The Workforce Development Board of San Bernardino County is a Partner organization of the VVAERC, and provides regular input and guidance on programming in the region based on sector analytics.

2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.

2.3a Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)

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The VVAERC Board recognizes the need to prepare adults for entry to the workforce in family sustaining jobs. To this end, the Board is actively engaged with the San Bernardino Workforce Development Board to streamline all service provision in Adult Education and Employment services across the High Desert Region. Early discussions are taking place to identify sectors of the region where this need is identifiable, and frameworks are being developed to address through programmatic implementation.

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

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The VVAERC Leadership Team has already had one conference call with the Apprenticeship Coordinator, Division of Apprenticeship Standards, the California Community College Chancellor's Office. The next step is for an in-person meeting to review regional goals and strategies for implementation of pre-apprenticeship courses. The goals for the meeting include 1) to receive an introductory overview about the services offered to education providers in the Victor Valley region, and 2) to schedule a presentation to the VVAERC Leadership Task Force about existing programs and possible new programs. Understanding how the state can support this new program area is a critical step to success. Aside from these meetings, next-steps include exploration of interest among key high-growth sectors for the implementation of pre-apprenticeship programs in the region.

2.3c Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)

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As this is a new Program Area, the VVAERC Leadership Team is currently exploring option to add programs to Member districts to provide this service, or modify existing services to meet this need. Snowline USD is interested in offering adult literacy courses to parents of K-12 students, and this program could be modified to provide more instruction on tutoring and a broader knowledge of the K-12 curriculum requirements.

2.3d Collection and availability of data. (REQUIRED)

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There are currently 2 data management systems being used by the Member K-12 districts: Victor Valley, Apple Valley, and Snowline currently use AERIES, while Hesperia utilizes ASAP. All adult education programs either currently use, or will be implementing, CASAS and TOPSpro Enterprise for managing student assessment data. This creates a seamless

transition for students between Adult Education service providers. The Victor Valley College currently uses Datatel for student management and Accuplacer (academic placement) and CELSA (ESL placement) for student intake and leveling. Alignments between these assessments are being developed by the VVAERC Leadership Team.

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

(REQUIRED)

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All Members of the Victor Valley Adult Education Regional Consortium adhere to the guidelines of CDE and the Chancellor's office when hiring new faculty and staff. Alignment of hiring standards is currently being completed by the VVAERC Leadership Team with the goal of making recommendations to each of the Member districts.

2.3f Alignment of academic content and curricula (OPTIONAL)

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The VVAERC Board recognizes the importance of aligning academic content and curricula. To begin addressing this goal, the Board has allocated funding to:

- ❖ Assess, develop and provide seamless transitions in curricula to provide students with the education needed for students to be prepared and successful in post-secondary education.
- ❖ Design a roadmap that shows sequence and requirements needed to transition to consortium CTE programs.
- ❖ Teacher release days to analyze and develop common terminology.

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

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The VVAERC Board recognizes the importance of aligning education services supported by the AB104 AEBG. To achieve success, the Board has allocated monies to fund additional counseling staff time at each of the Member districts. By doing so, the VVAERC will begin to align education and workplace services across all Member districts and Partner organizations.

Section 3: Consortium Member Signature Block

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