

Victor Valley Regional Consortium Plan

Adult Education

Table of Contents

Executive Summary

Project Management Narrative Plan

Executive Summary	2
Project Management Narrative Plan	2
Organization Structure	9
Consortia Membership	9
<i>The Consortium members are as follows:</i>	9
<i>The Consortium District Representatives are as follows:</i>	9
<i>Description of Teacher and Faculty Involvement.....</i>	10
Partnerships	10
<i>Current partners include the following organizations:.....</i>	11
<i>Interested partners can be added to the consortium through a simple process:.....</i>	17
Shared Leadership Strategies	17
Project Planning Roles and Responsibilities.....	18
Consortium Committee Planning.....	18
Program Manager	19
Allocation Structure	19
Consortium Goals and Priorities	22
Communication.....	22

Objective I: An Evaluation of Current Levels & Types of Adult Education within the Region

Financial Assessment.....	24
Levels and Types of Adult Education Programs	24
Apple Valley Unified School District (AVUSD).....	25
Hesperia Unified School District (HUSD).....	25
Lucerne Valley Unified School District (LVUSD)	27
Snowline Joint Unified School District (SJUSD)	27
Victor Valley Union High School District	28
Elementary and Secondary Basic Skills.....	29
Apple Valley Unified School District.....	29
Hesperia Unified School District	29

Victor Valley Unified High School District	30
Victor Valley Community College (VVC).....	31
Classes for Immigrants (ESL, VESL, Citizenship)	32
Apple Valley Unified School District (AVUSD).....	32
Hesperia Unified School District (HUSD).....	33
Snowline Joint Unified School District (SJUSD)	33
Victor Valley Union High School District (VVUHSD).....	33
Victor Valley Community College – English as a second language	33
Short-Term Career Technical Education (CTE)	34
Snowline Joint Unified School District (SJUSD)	34
Victor Valley Union High School District (VVUHSD).....	34
Adults with Disabilities (AWD)	34
Victor Valley Community College	36
Apprenticeships.....	36
Distance Learning	36
Adelanto Prison Education Services.....	36
Hesperia Unified School District	37

Objective II: An Evaluation of Current Needs

Financial Need.....	39
Needs Assessment of Region	39
Start-up Costs.....	40
Economic Profile	40
Minority Population	43
Education Attainment.....	44
Current Regional Needs	45
<i>Current Regional Need for Each Program Area</i>	<i>45</i>
<i>Current Need For Services in each District.....</i>	<i>52</i>

Objective III: Plan-to-Date to Integrate Existing Program & Create Seamless Transitions

Implementation Strategies/Creating System Alignment.....	56
Consortia Monthly Meetings	56
K16 Bridge Program	56
The County of San Bernardino Department of Workforce Development	56
Hesperia Unified School District	57
CTE Committee.....	58

Transition #1: CTE to the Workforce.....	58
Transition #2: CTE to ABE/ASE	58
Transition #3: CTE to ESL, VESL, and Citizenship.....	58
Transition #4: CTE to Community College	59
Transition #5: CTE to CTE Industry Certification	59
ABE Committee	60
Transition #1: Adult School or noncredit ABE to High School Diploma/GED among regional members ..	60
Transition #2: Adult School or noncredit ABE/ASE to college noncredit GED	60
Transition #3: Adult School or noncredit ABE/ASE to credit college programs in English, Math, CTE, and general programs per student educational goal.....	60
Transition #4: Adult School or noncredit ABE/ASE to workforce	61
Transition #5: Adult School or noncredit ABE/ASE to CTE among regional members	61
ESL Committee	61
Transition #1: ESL, VESL, and Citizenship to the Workforce	61
Transition #2: ESL, VESL, and Citizenship to ABE/ASE	62
Transition #3: ESL, VESL, and Citizenship to CTE	62
Transition #4: ESL, VESL, and Citizenship to the Community College	62
Pilot Program – Effective March 15, 2015 through June 30, 2015.....	63
Transition Counselor Placement to Facilitate Seamless Transitions	63
<i>The Challenge</i>	63
<i>The Solution</i>	63
<i>The Data</i>	64

Objective IV: Plan-to-Date to Address the Gaps Identified Pursuant to Objectives (1) & (2)

Overview	69
Identifying and Addressing General Service Gaps	70
Identifying and Addressing Student Needs.....	70
Data Tracking	71
Publicity.....	72
Next Steps.....	72
All Programs:.....	72
Adult Basic Education (ABE).....	72
<i>Victor Valley Community College</i>	72
Adults With Disabilities:	73
Apprenticeship Programs.....	73
CTE Programs	73

Objective V: Plan-to-Date to Employ Approaches Proven to Accelerate Student Progress

Educational Approaches to Maximize Student Progress.....	79
K16 Bridge Program	79
College Coherence	80
<i>Victor Valley Community College – DSPS.....</i>	<i>80</i>
<i>Victor Valley Community College - ABE</i>	<i>80</i>

Objective VI: Plan-to-Date to Collaborate in Ongoing Professional Development

Priority Areas within VVCR for Collaborative Professional Development	85
Monthly Consortia Meetings	85
K16 Bridge Program	86
Cultural Competency Trainings.....	86
Faculty Curriculum Trainings	86
<i>Hesperia Unified School District (HUSD)</i>	<i>86</i>
<i>Snowline Joint Unified School District (SJUSD)</i>	<i>87</i>
<i>Victor Valley Union High School District (VVUHSD).....</i>	<i>88</i>
<i>Victor Valley Community College.....</i>	<i>88</i>

Objective VII: Plan-to-Date to Leverage Existing Regional Structures

Identifying Resources	93
Overview of Existing Relationships	93
District Plans to Leverage Structures	94
Hesperia Unified School District (HUSD).....	94
<i>Qualified Staff at Hesperia Adult School:</i>	<i>94</i>
<i>Coordinated Career & Adult Education Resources:</i>	<i>94</i>
<i>High Quality Programs:</i>	<i>95</i>
<i>Partnerships:.....</i>	<i>95</i>
<i>Accessibility:.....</i>	<i>95</i>
Victor Valley Community College	96
<i>Victor Valley Community College - DSPS</i>	<i>96</i>

Executive Summary

*“The best anti-poverty program is a world-class education”
– Barack Obama*

Due to the state’s severe budget shortfalls since 2008-09, the region is currently serving thousands fewer adult students than it once did in core programs identified as part of AB86: Adult Basic and Secondary Education, English as a Second Language and Citizenship, Career and Technical Education, Apprenticeships and Adults With Disabilities.

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 1000 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 can afford.

The Desert Region is in desperate need for funding to continue services. The demands for educational services are high in the Desert Region. A tremendous disservice is occurring. There should not be any reason why Adult Learners cannot access the educational services they need, but still to this date the Desert Region has felt the neglect from State localities to provide funding to this area. In turn, the Desert Region Adult Education services were never capable to run Adult Education programs at an optimum level.

Without appropriate funding for Adult Education much of the population living in poverty will not receive a basic education. Those who are not educated are also at a higher risk of unemployment and become reliant on financial assistance services. Others will face adversaries when attempting to achieve financial security. If adults are not provided with basic skills and education, then the likelihood that their children will not obtain a higher education; thereby creating generational poverty.

Difficult decisions followed the budget crunch in the tight-knit communities that make up the consortium. The school board in the Lucerne Valley voted to close its adult school. Other K-12 districts in the consortium and Victor Valley College held on to much-needed adult education programs but slashed class offerings. AB86 has brought the local college, Victor Valley College, to the forefront in bridging the work that students may start at adult schools to larger goals of job success and academic progress.

To this end, The Victor Valley Regional Consortium (VVRC) is developing a multi-layered approach to streamline assessments and curriculum between the K-12 and community college systems, evidenced in strategies outlined in Objectives 3 – 7.

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. VVRC 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 plan falls into the three umbrella categories of Systems Alignment and Regional Equity; Counseling Services; and Data Management. Single-year operational costs are included alongside strategies in Objective tables to detail necessary funding for implementation. Seizing this opportunity to rethink and redesign adult education for the Desert Region of San Bernardino County, the VV Consortium has developed goals and activities that will build and enhance the level of services and programs currently being provided to adult learners in the region. However, VVRC is committed to the secure funding for critical adult education programs in the region. Currently, the region's K-12 partners offer adult education programs without a reliable funding source. Regional plans, goals, and activities cannot be implemented in an environment of adult education programs for which funding and resources have been eliminated or not adequately supplied. Should no funding become available to support the region's adult education programs, this would create a large disservice for the entire Desert Region.

In addition for a need of services and funding, seamless transitions must be put into place for the betterment of the student. The consortium proposes a coordinated transition team that will focus on supporting systems, strategies, and activities for successful transition to college and career. This includes sharing 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 the consortiums many existing pre-licensure and certificate programs. The consortium sees the focus on transition services region- wide as a measurable initiative, where administrators will be able to track student success to a greater extent than now possible.

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.

Career Technical Education (CTE) bridge with college programs will recognize and continue to work with K-12 certificated and job generating programs that lead directly to employment, linking to partner workforce entities, build on best practices, support existing apprenticeship and provide pre-apprenticeship programs to support 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 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.

Project Management Plan Narrative

“If you employed study, thinking, and planning time daily, you could develop and use the power that can change the course of your destiny.”

- William Clement Stone

Organization Structure

The Victor Valley Regional Consortium (VVRC) was established in the spring of 2014, bringing together adult education providers in Desert Region to develop a regional comprehensive plan to better serve the educational needs of adults in the area. The consortium covers most parts of the Desert Region of San Bernardino County and its membership is made up of the Victor Valley College and the five school districts within the geographic boundaries of the college district. Additionally, the consortium includes partner organizations representing local community agencies and community based organizations

Consortia Membership

The governing structure of VVRC includes a Consortium Board that is comprised of one member from each district. The College assigned the Consortia Project Manager dedicated to overseeing the project while each district will assign a Consortia District Liaison dedicated to their individual district. The Consortia Committee will meet at a minimum of one time per month to report progress, assign tasks, and facilitate the report writing process. Periodically, elements of the project will be shared with district administration and/or Superintendents to request signatures indicating agreement alignment within the districts with plan progress.

The Consortium members are as follows:

- Apple Valley Unified School District (AVUSD)
- Hesperia Unified School District (HUSD)
- Lucerne Valley Unified School District (LVUSD)
- Snowline Joint Unified School District (SJUSD)
- Victor Valley Community College (VVC)
- Victor Valley Union High School District (VVUHSD)

The Consortium District Representatives are as follows:

- Adele McClain, Apple Valley Unified School District
- Kim Walker, Hesperia Unified School District
- Nancy Spillman, Lucerne Valley Unified School District
- Matt Wells, Snowline Joint Unified School District
- Martha Mendez, Victor Valley Community College
- Gloria McGee, Victor Valley Union High School District

Description of Teacher and Faculty Involvement

Currently, two faculty members from Victor Valley College are assigned to participate in the Consortium. The first faculty member is Joe Pendleton. He is a member of the Basic Skills faculty. He has participated in a few meetings and is actively involved in the Consortia. Second faculty member is named Patty Golder. Ms. Golder is a part of the English faculty and has participated via email and other communications. She has given vital feedback to the report.

From the K12 School Districts there is one teacher participating in the Consortium. Her name is Adele McClain. Adele Turner McClain is the current Program Coordinator for the Adult Education for Apple Valley Unified school District. She has taught since 1988. Much of her experience is in Adult Education, English as a Second Language (ESL), and Migrant Education. In 1988, Ms. McClain was an English tutor for international students at Valencia Community College in Orlando, Florida. In 1989, she became a refugee tutor. In 1990, Ms. McClain remained in Florida and was introduced to ESL culture as she was a Reading Recovery Specialist for Osceola County Schools. In 1992, she became an ESL instructor for a school in Lake County, Florida. Ms. McClain moved to California in 1994 and obtained employment in the Watsonville School District as a Bilingual and Migrant Education Teacher/Specialist. A year later, Ms. McClain continued her career as a Bilingual and Migrant Education Teacher/Program Coordinator for Alisal Union School District. Not long after, Ms. McClain moved to the Victor Valley to continue as a Teacher/Program Coordinator for the Adult Education and Bridge Program at Apple Valley Unified School Districts (AVUSD) Alternative Education Program. She has provided data for the December 2014 Draft Comprehensive Plan.

Joseph Pendleton is the Reading Specialist at Victor Valley College. He has been part of the English Department for 14 years and has taught all levels of composition and reading. He currently serves as chair of the Student Development Department, which includes ESL, Basic Skills and Education Technology. His current teaching efforts focus primarily on developing reading and writing skills for students entering at two to three levels below transfer. Mr. Pendleton is instrumental in developing portions of the VVRC Plan with regards to the Victor Valley Community College's (VVC) Basic Skills and English as a Second Language (ESL) portions.

Partnerships

Partnerships are still in the developmental stages. The Consortia still is identifying all the partnering agencies in the Desert Region area. With this information, development plans are being created to be inclusive of these potential and new partners. The Consortium has not identified some potential partners due to the fact that it is not clear if or what adult education services are being provided. Some potential partners include

various nonprofit and church groups in the region that are providing ESL and GED assistance. After reviewing each school district's partners, it has come to the Consortium's attention that Adult Education asset mapping must take place to better understand the areas resources and gaps in services.

There is a need for asset mapping in the region. This is one of the gaps identified in Objective Four. The goal of the Consortia is to identify as many partners in the area and invite them to attend the monthly Consortia meetings. The current lists of identified partners are as follows:

Current partners include the following organizations:

Adult Education

America's Job Center of California

America's Job Center of California (AJCC) is your easy one-stop access to the state's employment-related services. Explore the resources through this Web portal or visit a local center. We're located throughout the state to help employers find qualified workers and jobseekers find good jobs. Employers can get help in posting job openings and recruiting candidates. Job seekers can get assistance in assessing skills, finding job opportunities and training, prepping a résumé, and much more.

Career Institute

Career Institute is a career, education, and life planning organization for young adults. Our mission is to mentor students as they chart a course for their lives. Students will develop life skills, certify in an industry specific field, obtain employment, map out a plan for continuing education and develop leadership qualities that will lead them to a bright future.

County of San Bernardino

County of San Bernardino provides a variety of services to the educational consortium.

Adult Protective Services The goal of the APS Program is to prevent and remedy the abuse and exploitation of dependent and older vulnerable adults, age 18 and older.

Family Caregiver Support: The intent of this program is to serve caregivers – spouses, daughters, sons, grandparents, aunts, uncles, or neighbors – that have been providing care on an informal basis.

In-Home Supportive Services: The IHSS Program is a federal, state and locally funded program designed to help pay for services provided to you so that you can remain safely in your own home.

Long-Term Care Ombudsmen: Ombudsmen are independent, trained and certified advocates for residents living in long-term care facilities.

Multipurpose Senior Services: The primary objective of MSSP is to avoid or delay the inappropriate placement of persons in nursing facilities, while fostering independent living in the community.

Nutrition Services: The Nutrition program includes the procurement, preparation, transportation, and service of balance meals, nutrition education and counseling to older persons at congregate nutrition sites and to homebound individuals.

Senior Community Services Employment Program: The Senior Community Services Employment Program offers part-time on-the-job training positions to qualified persons. To qualify for the program a person must be at least fifty-five (55) years old, an unemployed resident of San Bernardino County, and meet federal low-income guidelines.

Senior Information and Assistance: The Senior Information and Assistance Program provides information and assistance to help a senior citizen solve problems he or she may have.

Veteran Services:

Veterans Service Representatives are thoroughly trained and accredited by the United States Department of Veterans Affairs to represent you. San Bernardino County Department of Veterans Affairs Representatives are not employees of the federal government. They are county employees ready to assist you with any veterans claim.

They will assist you in securing the maximum benefits. Your representative works closely with service officers from a veteran's organization of your choice such as:

- AMVETS
- American Legion
- California Department of Veterans Affairs
- Disabled American Veterans
- Military Order of the Purple Heart
- Paralyzed Veterans of America
- Veterans of Foreign Wars

... and many other organizations that maintain staff at federal Veterans Affairs Regional Offices.

Veteran Services assists:

- Compensation for service related disabilities.
- Pension for veterans with non-service connected disabilities.
- Education benefits and vocational rehabilitation (application and information).

- Medical treatment at VA Medical Centers (application and information).
- Home loan benefits (application and information).
- Government Life Insurance.
- Burial Benefits.
- Pension for non-service related deaths.
- Proceeds of government life insurance.
- Military Survivor Benefits Plan (SBP).
- Medical benefits.
- Educational benefits including the California College Fee Waiver Program.

Veteran Services can provide information and referral for:

- Agent Orange programs.
- Alcoholism and drug treatment programs.
- State of California Veterans benefits.
- Veterans' home loans.
- Hospital care.
- Outpatient medical and dental care.
- Small Business Administration programs.
- Employment and job search resources.

College Fee Waiver Program for dependents of deceased or disabled veterans.

License Plates: A Veteran can proudly and publicly display his/her status as a veteran and at the same time support legitimate veterans services throughout the state.

<http://www.sbcounty.gov/main/services.asp>

Department of Rehabilitation

The California Department of Rehabilitation (DOR) is an employment and independent living resource for people with disabilities. Mobility Evaluation, Specialized Services for the blind, visually impaired, deaf and hard of hearing, Assistive Technology, Social Security Work Incentives and the Ticket to Work Program, Independent Living, and Business Enterprises Program (BEP). (<http://www.rehab.cahwnet.gov/DOR-Services-Menu.html>)

Economic Development Department

The Economic Development Department focuses on fostering private and public sector investment within the region, the Region's Redevelopment Project areas and Community Development Block Grant target areas. The Economic Development team is responsible for:

- Business attraction, retention and expansion efforts
- Marketing and promotion

- Increasing the City's workforce and senior housing stock
- Improving the quality-of-life via an array of services intended to support these goals

Among its responsibilities, the Economic Development Department directs and oversees the City's real estate functions including:

- Acquisitions, disposition and leasing
- Developing and administering Down payment Assistance Program (DAP) and the Community Development Block Grant Housing Rehabilitation Loan Program (CDBG-HRLP) and the Housing Rehabilitation and Sewer Connection Program (HRLP-SCP)
- Formulating and implementing innovative, new [incentive programs](#)
- Orchestrating [affordable housing development](#)

Facilitating the creation of new, living-wage jobs

Goodwill Industries

Goodwill meets the needs of all job seekers, including programs for youth, seniors, veterans, and people with disabilities, criminal backgrounds and other specialized needs. Last year, Goodwill helped more than 9.8 million people train for careers in industries such as banking, IT and health care, to name a few — and get the supporting services they needed to be successful — such as English language training, additional education, or access to transportation and child care. <http://www.goodwillsocial.org/>

High Desert Hispanic Chamber of Commerce

Our mission is to promote the economic development of the culturally diverse small businesses of the High Desert through education, networking, advocacy and business community partnerships. Provide opportunities for entrepreneurs, businesses and individuals to share information that contributes to economic, social, civic and community development. Function as an institutional advocate for economic issues that affect individuals, communities and businesses Advance the awareness of new business opportunities within our sphere of influence. Share membership expertise. Assist deserving students. <http://www.hdhcc.org/index.php?page=3>

K16 Bridge Program

The Bridge Program is based on the belief that all students can and should continue their education beyond high school. In order to provide those opportunities to all students we present the next step as a post-secondary institution, not just college, since each student and career path is different. We do work closely with community colleges since we believe that they are the natural home base for most students coming out of high school and offer opportunities to all students, including students going directly to four year institutions. With hundreds of community colleges nationwide offering both academic and vocational programs at a cost much lower than four-year institutions, or private trade school, community colleges are the perfect transition partners for high schools.

Regional Occupational Programs

The San Bernardino County Superintendent of Schools Regional Occupational Program (SBCSS ROP) was organized in 1973 by the County Superintendent's Office and a group of ten participating school districts. The Western Association of Schools and Colleges (WASC) accredit the SBCSS ROP.

The SBCSS ROP provides open entry, open exit career technical education and support services that augment and expand the capabilities of our school districts. Our courses provide instruction for entry-level employment, advanced training, and upgrading skills. SBCSS ROP courses are limited to occupational areas where there is reasonable expectation of employment or postsecondary articulation, and where there is sufficient student interest.

San Bernardino County Sheriff Detentions and Corrections Bureau

Our Detentions and Corrections Bureau is the largest bureau within the San Bernardino County Sheriff's Department, with nearly 1,200 employees. In the course of a year, the Sheriff's Department is responsible for the housing, feeding, health maintenance, and provision of vocational programs for over 100,000 inmates. The Sheriff's Department provides the care and supervision for these inmates throughout five Type I facilities, four Type II facilities, a Transportation Division, and a Work Release Program.

San Bernardino County Superintendent of Schools

The Office of the Superintendent is committed to working with school districts, other agencies, families and the community at large by providing services, information, advocacy and leadership – always with a focus on students.

With an annual operating budget of \$350 million, the County Superintendent oversees the programs and operations of the office and serves as the employer of record for nearly 2,000 employees including teachers, paraprofessionals, and administrative staff.

The Office of the Superintendent provides educational leadership to the school districts in San Bernardino County; advocates locally, statewide and nationally for policies and resources that are in the best interest of students; and serves as a spokesperson for the educational needs of students throughout the county and statewide.

St. John of God Health Care Services

St. John of God Health Care Services has, since 1985, provided a social model alcohol recovery programs in Victorville, California. The services offered cover a broad scope of individual and family needs. Including providing employment skills, GED prep courses.

The Lewis Center for Educational Research

Since opening in 1990, the center has hosted more than 110,000 students, teachers and parents participating in **outreach programs** ([Local Programs](#)), clubs and other

educational activities. The Lewis Center continues to provide hands-on instructional programs to students and the community. The Lewis Center for Educational Research is dedicated to offering high quality, innovative, data driven educational programs that support students to exceed expectations.

US Department of Labor

To foster, promote, and develop the welfare of the wage earners, job seekers, and retirees of the United States; improve working conditions; advance opportunities for profitable employment; and assure work-related benefits and rights.

California Department of Veteran Affairs

The California Department of Veterans Affairs (CalVet) works to serve California veterans and their families. With nearly 2 million veterans living in the State, CalVet strives to ensure that its veterans of every era and their families get the state and federal benefits and services they have earned and deserve as a result of selfless and honorable military service. CalVet strives to serve veterans and their families with dignity and compassion and to help them achieve their highest quality of life.

Victor Valley Chamber of Commerce

The Chamber's business is the community...and it has been for over 100 years. With over 500 members, the Victor Valley Chamber of Commerce is the largest business organization in the Victor Valley. The Chamber fulfills its mission statement by creating an environment where businesses thrive and community and commerce work together for our city's future.

The Victor Valley Chamber's large membership base allows the organization to offer services and benefits to support both large and small businesses. Some of these benefits include networking opportunities, relocation assistance, legislative advocacy, trade shows, seminars and workshops, as well as tourism and community promotion. <http://www.vvchamber.com/>

Victor Community Support Services

VCSS is a community-based focused agency, which delivers mental health and family support services in the homes, schools and communities in which people live. VCSS delivers programs ranging from prevention and early intervention programs to highly intensive home-based services designed to prevent residential and other institutional placements. VCSS is focused on empowering people of all ages to build upon their strengths and capacities to address the problems and needs they have within their lives.

The County of San Bernardino Workforce Development Department

The County of San Bernardino Department of Workforce Development offers a complete set of employment tools for job seekers in San Bernardino County.

Interested partners can be added to the consortium through a simple process:

1. Interested partner organizations may contact the Consortium Representative to request to join. Members may also recruit partners.
2. The member district will introduce new partner information to the consortium Steering Committee. This may be accomplished through an in-person meeting.
3. The Steering Committee will determine by consensus whether the partnership is appropriate for the regional planning work per AB86.

Shared Leadership Strategies

The mission of the VVRC is to facilitate the alignment and collaboration of Adult Education in their region. The regional plan will focus on the following 5 program areas:

1. Basic Skills / High School Diploma / Equivalency
2. English Second Language (ESL) / Citizenship
3. Adults with Disabilities
4. Short Term Career Technical Education
5. Programs for Apprentices

The VVRC regional planning process will focus on seven objectives:

1. Evaluation of current levels of Adult Education
2. Evaluation of current community needs
3. Plans to better integrate existing program with seamless transition to postsecondary / workforce.
4. Plans to address gaps
5. Plans to employ approaches that accelerate student progress toward academic / career goals
6. Plans for professional development of faculty / staff
7. Plans to leverage existing structure

The shared leadership strategies in the planning development include commitments from each of the Adult Education Schools located in Victorville and Hesperia, California. The lead representative from rural desert regions such as Snowline Joint Unified, located in Phelan, California has attended each planning meeting. An appointed facilitator was appointed by Victor Valley College (VVC) to lead the monthly planning meetings while representing the views of VVC.

In addition, a lead representative from K-16 Bridge Program has been present at each meeting. The K16 Bridge Program was designed by a group of k-12 and community college teachers, instructors, counselors, and administrators to finally unite K-12 with community colleges and four-year institutions. The goal of the program is to increase the number of students transitioning to post-secondary institutions by making the K-12

schools an active participant in the process. With personal web sites, in class lessons, and the community college admissions process brought to each and every site, the program is unique.

Each meeting is at the Victor Valley College and lasts approximately two hours. A Memorandum of Understanding (MOU) was developed by the Victor Valley College between the five school districts. This MOU describes the responsibilities of each entity and amount of monies allotted for distribution among each site. The MOU explains the breakdown of the planning project, the goals, and resources provided by each site.

Presently, the acting members of the Consortia make decisions. As the Consortia continues to form, Robert's Rules of Order will be enforced and decisions will be made by appointed council that represents each school district and contracted partnerships. A publicized monthly Consortium meeting will occur and during this time advisory groups will be established and further appointments will be made.

Proposed 2015 Consortium Meeting dates

The consortium shall meet monthly. Beginning March 2015, the meeting will begin with a group agenda, which shall last approximately 30-minutes. Immediately following the group agenda, the consortium will disperse into six committees. The committees will consist of three-to-five members who will have a Committee Chair. The committee chairs are as follows:

1. Basic Skills: Joseph Pendleton, Basic Skills Professor, Victor Valley College
2. ESL: Matt Wells, SJUSD
3. Adults With Disabilities: Dr. Jeffrey Holmes, DSPS Director, Victor Valley College
4. CTE and Apprenticeship: Kim Walker, HUSD
5. Allocation, Finance, Budget: Gloria McGee, VVUSD

Project Planning Roles and Responsibilities

Consortium Committee Planning

Currently, there are no appointed chairs or co-chairs. Once the planning stages are close to completion such appointments will be made. As the meeting continues and needs of the Consortium progresses, the members will need to appoint a secretary, chair, co-chairs, and other key positions to assist in the implementation and formation of the regional plan.

Program Manager

Victor Valley Community College appointed a Project Manager who is under the direction of the Dean. The roles and responsibilities of the AB86 Project Manager is to oversee and manage the operation, development, and delivery of Adult Education training programs, seminars and workshops. The Program Manager will coordinate the Victor Valley Regional Consortium (VVRC) Adult Education (credit and noncredit) programs offered through the VVRC. This position is responsible for managing the operation of the AB86 transition programs and pilots as well as ascertain the workforce training needs of the public and private sectors employers in the geographical service area of the region. The representative duties of the Program Manager are as follows:

1. Ascertain the adult academic and workforce training needs of the public and private sector employers in the geographical service area of the Region by outreaching to the adult school districts, business community and working closely with various business sectors and industrial clusters.
2. Directs the development and marketing of short-term training programs, such as seminars and workshops, relevant to the human capital development needs of regional employers.
3. Provides outreach to the business community, school districts and works closely with the training needs of the employers in the geographical service area.
4. Researches, develops and submits training and grant proposals in order to secure funding for adult education and to offer workforce development programs and services to the regional employers.
5. Manages, monitor, oversees, and maintains compliance of the grant funded programs, services, specifications, and budget accounts.
6. Directs the marketing efforts and recruitment of incumbent workers and other training adult participants for CTE programs.
7. Plans, develops, markets, organizes and directs the operation of the AB86.
8. Directs and oversees the delivery of all training programs and student support services for programs offers through AB86 VVRC or community education sites.
9. Provides supervision for the trainers and clerical support staff directly related to the AB86
10. Prepares, administers, and monitors and recommends budgets for training programs and grant projects.
11. Plans, implements, and maintains compliance with the work plan objectives, activities and deadlines of all federal and state grants received. Provides all quarterly and annual narrative reports.

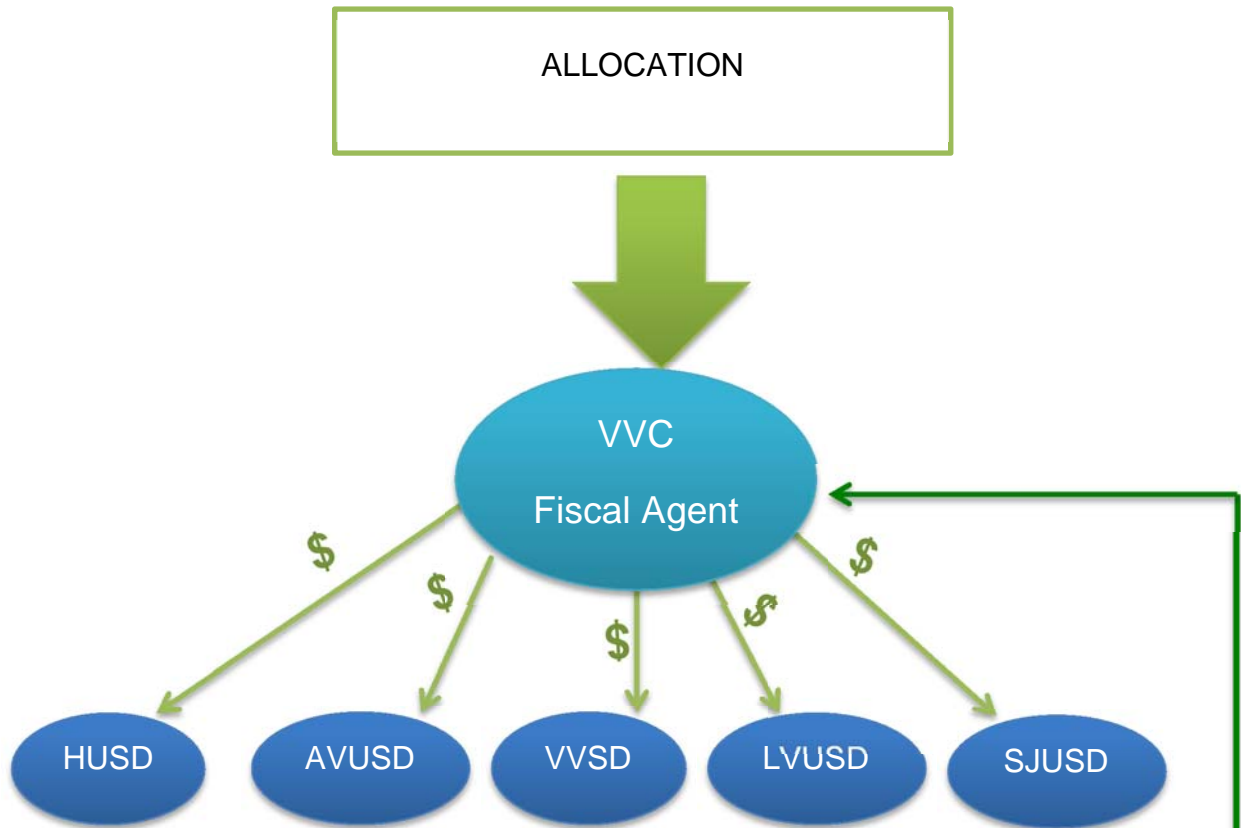
Allocation Structure

Ideally, the Consortia members formulated a graph below to demonstrate the fund allocation powers. A Finance, Budget and Allocation committee shall be created that

contains only District and College representatives. One appointed representative from each entity would be a voting member. Each entity has the right to one vote. No entities outside of the Unified School Districts or College may vote on the Finance/Budget, Allocation Committee. All representatives in the Finance, Budget, Allocation Committee must be a part of the VVCDRCP Consortium.

In addition, once Victor Valley Community College receives Adult Education funding, allocations will be made to each District instead of current reimbursement system. Therefore each District has autonomous decision power to implement the needed projects outlined in this proposal.

(During both the transition and implementation year, the Project Manager will ensure the projects (pilots), programs, activities of AB86 are carried out).



Autonomy District Decision

Seamless Transition Plan

1. (1) Transitional Adult Education Counselor (Employed by VVC) Visits each District site once a week
2. Program Manager
3. Virtual Web Portal
4. One Stop Adult Education Center

Consortium Goals and Priorities

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 in March.
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 (Accuplacer, PLATO, CalPASS).
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.

Communication

The Consortia Committee use Google Drive to share information and each of the objective sub groups has a Google Site to facilitate collaboration. The report will be distributed via email and correspondence regarding the initial project will be shared through an email list.

Each month the Consortium will meet to discuss nuances and examine current programs and procedures. From these meetings subcommittees will be created. Subcommittees will include a variation of Consortium members, partners, and other stakeholders. These meetings will address the gaps and create to develop a smooth continuance of services for the adult education and English Second Language (ESL) student.

In addition, a website was created to inform this Consortia and its partners with new 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/.

Objective I: An Evaluation of Current Levels and Types of Adult Education Programs within the Region

Overview of services and programs the consortium members and partners are currently providing in the consortium's region and narrative evaluation of their adequacy and quality

Financial Assessment

Consortium Member	Total Operational Costs*
Apple Valley Unified School District	\$ 166,138
Hesperia Unified School District	\$ 345,894
Lucerne Valley Unified School District	\$ 90,625
Snowline Joint Unified School District	\$ 8,073
Victor Valley Union High School District	\$ 174,800

	Total Operational Costs*
Grand Total Of The Cost For The Region	\$ 1,131,423

*2008-2009

Levels and Types of Adult Education Programs

There are number of areas where services provided by adult schools limited. These include apprenticeship programs, programs for adults with disabilities, basic skills, and CTE. The Consortium has identified these areas as priorities that must be addressed in the planning process. The table below summarizes the adult education programs offered by each district within the VVCDRCP Consortium:

Name of District	High School Diploma	GED	Basic Skills	ESL/ Citizenship	AWD	CTE	Apprenticeships
AVUSD	X	X	X	X			
HUSD	X	X	X	X			
LVUSD							
SJUSD				X		X?	

VVUHSD	X	X	X	X			
VVC			X	X	X	X	X

Apple Valley Unified School District (AVUSD)

Apple Valley Unified School District (AVUSD) has operated a successful adult school program inside its alternative education program since 1980. AVUSD addresses the needs of over 500 adult learners. AVUSD has 325 students currently enrolled in diploma and GED programs combined at the High Desert Premier Academy (HDPA). The ESL program has over 250 students enrolled in English language classes.

Adjacent to AVUSD’s program on the same campus is a variety of second language classes in our school district. Apple Valley's ESL Program offers 3 levels of English in order to address the various needs of the second-language learners in our district. AVUSD also offers parenting classes, classes in how to assist with homework, basic health and nutrition classes as well as classes in technology. Students who attend these classes are offered certificates of completion and mastery.

Hesperia Unified School District (HUSD)

Hesperia Unified School District (HUSD) was formed in 1987. HUSD is a public school district in San Bernardino County, California which serves the City of Hesperia and adjacent areas in the High Desert area of San Bernardino County covering 161 square miles. HUSD provides public education services for kindergarten through high school and adult students. It includes 3 comprehensive high schools, 2 continuation high schools, 3 middle schools, 12 elementary schools, 3 choice schools, 1 alternative school, 1 adult education high school and several charter schools.

Hesperia Unified School District has successfully offered Adult Education services under Hesperia Adult School since 1995. As documented with an extensive history of CASAS performance reporting, Hesperia Adult School continues to demonstrate its overall effectiveness with increased learning gains in Adult Basic Education (ABE), Adult Secondary Education (ASE), English as A Second Language (ESL), attainment of transitions to high school diploma or GED programs, transitions to postsecondary education, training and entrance into the workforce. This success is directly attributed to the unique organizational structure of Hesperia Unified which provides for a fully staffed coordinated department of Career & Adult Education which includes adult education, ESL, High School Diploma (online and in person), GED Prep (online and in person), GED Test Center, CAHSEE testing, Career Technical Education (CTE), Regional Occupational Programs (ROP) and community education with a centralized

office on the campus targeting Adult Education supported programs. This structure ensures our ongoing success with students transitioning from adult literacy programs into our high school diploma programs, GED Prep, GED Testing, postsecondary education, training or the workforce.

CASAS National Reporting System Performance Reports for 2012-2013 document Hesperia Adult Schools detailed analysis and demonstrate our success with student transitions to higher levels of achievement. ABE Beg Basic 100% (CA Goal 54%), ABE Inter Low 80% (CA Goal 50%), ABE Int High 46.51% (CA Goal 34%), ASE Low 16.67% (CA Goal 34%), ESL Beg Lit 100% (CA Goal 63%), ESL Low Beg 100% (CA Goal 64%), ESL High Beg 84.62% (CA Goal 62%), ESL Low Int 78.13% (CA Goal 54%), ESL High Int 40% (CA Goal 49%), ESL Adv 41.67% (CA Goal 24%).

Total enrollment exceeds 500 per term for Adult Education and over 1500 for Career Technical Education & Regional Occupational Programs. Program completion and placement rates into post-secondary education, training or employment exceeded 85% for all programs including those in ABE and ESL.

Hesperia utilizes research and evidence based instructional approaches for ABE, ASE and ESL by using differentiated instruction, use of formative assessments, direct explicit instruction, and use of standards based curriculum. Additionally, as a tool to increase the depth of knowledge for our students, we will begin to utilize the Hess' Cognitive Rigor Matrix (<http://www.ascd.org/publications/books/108008/chapters/Describing-the-Habits-of-Mind.aspx>) which incorporates Bloom's Taxonomy and Webb's Depth of Knowledge (www.aps.edu) to assist instructors in creating more cognitively engaging and challenging lessons. The CRM identifies recall and reproduction, skills and concepts, short term strategic thinking and extending thinking as measuring goals for teaching. This tool provides Adult Education, ABE, ESL and GED Prep teachers to analyze the alignment of standards and assessments.

Hesperia Adult School has made significant gains in improved instructional practices with an increased focus on basic grammar and fluency, purchase of new instructional materials which focus on fluency in reading, the use of CASAS assessment materials, with restructuring of programs and sections by skills level and instructor specialty have assisted in developing fluency and reading comprehension.

Restructuring of sections by skill level paired with targeted enrollment of students to specific instructors has increased student achievement in GED Prep, HSD, ESL and Citizenship Prep. Students with special learning needs and learning disabilities are paired with two adult education teachers who also hold a Special Education credential. Students with limited English fluency are paired with multilingual or bilingual instructors. Special Education Individual Education Plans (IEP) are not utilized in Adult Education,

however, students transferring from Hesperia's secondary schools into Adult Education may have their IEP's sent to Adult Education to provide resources and insight into assisting with instruction of special needs students.

Hesperia Adult School utilizes the Hesperia Alternative Education Center campus to provide delivery of Adult Education, ABE, GED Prep, Adult High School Diploma, ESL, Citizenship Prep and adult community education programs. Six classrooms are dedicated to adult education for morning, afternoon and evening instruction. Adult Education has access to two computer labs on campus to supplement instruction. One room is dedicated as a Pearson Vue GED Test center. Additional classrooms are available on campus for adult education instruction as program growth expands. Career & Adult Education administrative office space includes a triple wide converted portable building centrally located on campus. Classroom capacity is 30 students per classroom. All classrooms, offices, restrooms, parking lot and public areas are handicapped accessible.

Lucerne Valley Unified School District (LVUSD)

At this current time, LVUSD does not provide Adult Education services due to severe budget cuts after 2009. For many years, until recently, LVUSD had two teachers who would volunteer at the local High School to teach Adult Basic Skills (ABS) and ESL in the evenings. Unfortunately, these services are no longer in place for several reasons. The main reason is lack of funding. It costs money to keep the *lights on*.

Snowline Joint Unified School District (SJUSD)

Snowline Joint Unified School District encompasses the communities of Wrightwood, Phelan, Pinon Hills, Baldy Mesa, Oak Hills, Oak Springs Valley, West Cajon Valley, and portions of Victorville. Within these communities, many are in need of adult education services. Unfortunately due largely to funding and geographical constraints, SJUSD has only offered minimal adult educational services for quite a few years. Currently, there is a small-scale English Second Language (ESL) support program for parents. In addition, there are four Career Technical Education Regional Occupational Program (ROP) courses that are offered through a partnership with San Bernardino County Superintendent of Schools Regional Occupational Program. Adults completing the ESL support program at one of the elementary schools receive completion certificates. Adults performing well in the ROP courses are awarded ROP certificates. That being said, there are many in need of educational services that are unable to afford or manage the burden of transportation to services offered by other districts due to the widespread distance of the Desert Region.

Victor Valley Union High School District

Victor Valley Union High School District (VVUHSD) has operated a very successful adult school since January 1994. To date, more than 1600 students graduated with their high school diploma or general education development (GED) that otherwise may have not had an opportunity to achieve this goal.

Currently, VVUHSD offers GED classes, high school diploma classes and English Second Language (ESL) classes in our district. VVUHSD adult school will serve more than 300 students this year on a part-time basis. Classes are offered 4 hours per week with 5 teachers providing the instruction. We use the independent study model as well as online classes.

Victor Valley Adult School serves as the only adult school in Victorville. It provides educational services to the outlying community members that do not have adult education programs in their area. Victor Valley Adult School students are required to meet the graduation standards set by the State of California including the exit exam.

Victor Valley Union High School District and Victor Valley Adult School (VVAS) coordinates community resources with linkages to the local elementary school district (Victor Valley Elementary School District) the San Bernardino County Regional Occupational Program (ROP) postsecondary institutions in the region and community agencies such as: One stop centers, job training programs and social service agencies. Our collaboration with the community allows for VVUHSD and VVAS to serve the students and families more efficiently and maximize funding. VVUHSD has developed a strong relationship with the local college and staff thru articulation meetings and grants that have allowed us to work together for the seamless transition of students to further their education at Victor Valley College.

Currently, VVC only has CTE courses articulated for High School students, not Adult Education. The gap is that VVC is not taking full advantage of the articulation agreements because the seats in those classrooms are being used for High School students. By policy, High School students cannot be intermingled with Adult Education students. The need for CTE courses only for Adult Education students is greatly needed and is possible if funding were to be increased.

The instructional staff of Victor Valley Adult School work part-time after their regular duty day with the district. Staff is fully credentialed to work in the areas that they teach. Utilizing existing staff allows us to more effectively manage our resources and keep expenses down. Our staff consists of five instructors, one administrator, and one counselor.

Elementary and Secondary Basic Skills

Apple Valley Unified School District

Currently, AVUSD offers high school diploma classes and GED Prep classes through the High Desert Premier Academy at 12555 Navajo Rd., Apple Valley, CA 92308. Students are offered a blend of online instruction and direct instruction support in a classroom setting. All students in the GED or high school diploma program are being matriculated through the Bridge Program and Victor Valley College system, so that they might obtain certificates or degrees in order to bolster their ability of finding sustainable employment. Students can receive training through our many regional occupational programs at Granite Hills and Apple Valley High school as well as other regional locations. Through the HDPAs partnerships have been forged with local workforce empowerment providers to offer training and internships. These partnerships include, but are not limited to: individual businesses, The Career Institute, Envision Education, Southwestern College, and The REACH Center.

Hesperia Unified School District

Hesperia Adult School has served as the sole GED testing facility for the high desert area for many years. Hesperia Adult School offers GED testing to our enrolled students in addition to the general public with or without preparation courses. Data from 2013: Total GED tests administered totaled 560 for the entire test center. 369 test takers passed and earned their GED Certificate. GED Testing Service data reports demonstrate a 69% passage rate which is in alignment with other state test centers across the state. When compared to data for student enrollment, those who completed a GED Preparation course prior to GED Testing showed results of an 82% passage rate. In January 2014, the state transitioned to a new GED exam that meets the higher standards of alignment set by the Common Core State Standards and the College and Career Readiness Standards for Adult Education. Hesperia Adult School completed a Memorandum of Understanding contract to transition to a Pearson VUE test center administering the new 2014 GED exam electronically at our center. Hesperia Unified is the only local GED Pearson VUE test center in the high desert area. Hesperia Unified plans to expand Pearson VUE test offerings to include industry recognized certifications needed for employment in high demand industries.

Hesperia Adult School offers an Adult High School Diploma which exceeds the minimum requirements set forth by the State of California for graduation. Students must also complete and pass both the Mathematics and English Language Arts portions of the California High School Exit Exam to earn a diploma. 2012-2013 data demonstrated 214 students enrolled in ongoing education toward a high school diploma resulting in 54

graduates. 2013-2014 data demonstrated 248 students enrolled in ongoing education toward a high school diploma resulting in 56 graduates. Remaining students continue education services toward completion of their high school diploma.

Student skill attainment is evaluated every nine weeks to determine transitions into advanced levels of education and training. CASAS assessment testing, student evaluations, instructor evaluations, guidance and counseling interviews are utilized to assist in transitioning to higher levels of achievement in education, training or the workforce.

Factors considered in developing the instructional schedule and scheduled classes were based on student needs survey and enrollment demands for programs. Schedules were created or modified to accommodate morning, afternoon and evening scheduling of programs. In-person courses are offered every 9 weeks for Adult High School Diploma, GED Preparation, ESL, and Citizenship Prep. Online courses offer ongoing enrollment. Students may reregister and repeat courses if desired. Days and times are adjusted based on student enrollment demands. Enrollment is ongoing for online courses.

Hesperia Adult School's instructional program is aligned with standardized assessments. CASAS testing is utilized for assessment to determine placement into instructional programs, pre-tests are administered and next level testing is administered after 40 hours of instruction, upon transitioning to a higher level or program and/or as a post assessment of each skill level attained. GED practice tests are utilized to determine readiness for testing. CAHSEE testing is required for the Adult Education High School Diploma program and follows the testing schedule of all California schools.

Victor Valley Unified High School District

Fifth year seniors are students who are 18 years old that have failed to meet all the course requirements of our local high schools. The adult education program gives students a second chance to complete courses and or prepare to pass the high school exit exam so they can move on to the college, career, or enter the military.

VVUHSD has a large number of adults over the age of thirty that have returned to the adult school to complete the requirements for a high school diploma. Adult Education classes, GED prep classes and the CAHSEE prep classes meet the state requirements for courses in English, math, history, science, government, fine arts and elective courses.

Victor Valley Adult School also offers a variety of options for students with on-line classes, independent study and seat time classes. The majority of our students prefer

seat time and independent study classes with less than 15 percent requesting online courses due to their limited resources at home.

Victor Valley Community College (VVC)

VVC currently offers a number of courses in basic skills that address needs of adult learners at the elementary and secondary levels.

Basic skills courses are primarily offered through the Basic Skills Program, the Math Department and the English Department and are designed to move students on a path to transfer level courses in math and English. All courses offered by the three departments are credit courses.

The lowest levels addressed in these courses are offered through the Basic Skills Program, which is part of the Student Development Department. The Basic Skills Program offers two essential courses, including BSKL 3 (Essential Reading and Writing Skills) and BSKL 9 (Essential Mathematics Skills). Approximately 10% of the students coming to VVC are placed at this level for either math or English.

For students who complete BSKL 9 or for students who place higher in math, the Math Department offers Math 10 (Basic Mathematics), and Math 50 (Beginning Algebra). Students who receive a C in Math 10 are directed to Math 12 (Pre-Algebra) before they are moved to Math 50. This path allows students who are learning less effectively to improve their preparation for Math 50.

The English Department offers a similar academic course for students completing BSKL 3 or placing higher on the placement assessment. The English Department offers English 6 (Basic Reading and Writing) and English 50 (Writing Fundamentals).

These math and English courses are considered basic skills since they are not applicable to graduation requirements and are not transferable to universities.

Both the Math Department and English Department offer supplemental instruction through either the Math Success Center and through the Writing Lab. These resources provide students with access to tutors and other resources for the completion of their math and English courses.

VVC had previously offered California High School Exit Exam (CAHSEE) instruction at the main campus and at facilities within area prisons. These courses were fairly well attended at first, but enrollments faded and courses for CAHSEE are no longer offered at VVC or at area prisons.

VVC offers credit courses through its Developmental Studies and Supplemental Instruction Program. These courses are for credit and address basic language and

mathematics skills for students with disabilities or students struggling in lower-level math and English courses.

The Counseling Department offers a number of guidance courses to assist with study skills and with academic and professional planning. These courses are offered to all levels of students and are usually taken during the first year of attendance at VVC.

VVC also offers a number of non-credit courses designed for students looking for enrichment activities. Our Adaptive Physical Education courses provide adults with exercises designed to emphasize fitness. Furthermore, the Adult Education Home Economics courses provide enrichment courses on crafts and clothing design.

Classes for Immigrants (ESL, VESL, Citizenship)

Apple Valley Unified School District (AVUSD)

Apple Valley Unified School District (AVUSD) is very proud of the parent involvement in our English Learner community that has increased throughout the years. AVUSD have a group of very motivated parents that are working very hard to educate themselves in order to help their students succeed. Over the past five years we have taken over thirty parents to different college/university campuses as well as educational conferences and to the annual San Bernardino County Multilingual Recognition dinners. Two years ago, AVUSD had one volunteer parent, Silvia Gomez, receive the Parent of the Year Regional Award from the California Association of Bilingual Education. Most recently, last year another of AVUSD's parent volunteer, Lourdes Grijalva, was recognized AVUSD's board meeting and in the local newspaper for her contributions to AVUSD's parent education program.

Over the years, AVUSD has offered different courses to parents at no cost along with free childcare. Last year, AVUSD offered free bilingual adult education classes. There were two morning English classes (beginning and intermediate), a Civics education, and a Computer Skills class. The response to the need of such classes has been tremendous. Last year, AVUSD had 46 students enrolled in the Beginning English class, with a waiting list of 10 more. Furthermore, 41 students were enrolled in the Intermediate English class; approximately 43 students were enrolled in the Civics education class; and almost were 25 enrolled in the afternoon Computer Skills class.

Currently this new school year, AVUSD is continuing to offer English courses as well as a civics class. In addition, AVUSD has partnered with outside agencies and are currently offering additional courses to our parents. These courses are on Nutrition and Mental Health.

The Parent (Adult) Education courses are a huge success. Not only are the parents learning skills to help their children at school, but they are also learning more about how the AVUSD school system works. They are becoming more involved in the educational lives of their children. AVUSD aims to continue their programs and possibly expand courses for the upcoming 2015-2016 school year.

Hesperia Unified School District (HUSD)

This program assists adult learners with limited English proficiency to achieve competence in the English language. The goal is to prepare adult learners to be able to fluently speak, read and write English. It prepares learners for transitioning into the workforce, and achieve higher levels of education or career technical education.

English Literacy & Civics Education – This program provides limited English proficient adults with contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, US government and history to help adult learners acquire the knowledge to become active and informed parents, workers and community members.

Snowline Joint Unified School District (SJUSD)

SJUSD offers a limited basic literacy program for EL adults. When students do not previously claim the licenses, parents can access to Rosetta Stone software. The licenses are often monitored by site-EL coaches to make sure parents are making use of the licenses efficiently. At Vista Verde Elementary School, this program is known as Latino Literacy and includes additional support. There are lab hours where parents can come and receive support with the software, create presentations, and present to peers on a variety of literacy topics. Additionally at Vista Verde, adults who finish the program receive a certificate of completion. This is not offered at other sites within the district.

Victor Valley Union High School District (VVUHSD)

English as a Second Language (ESL) classes assist our immigrant population achieve levels of proficiency in order to take the GED course of study or complete their high school diploma. This is the first step that is required for many of our students to move to higher education or obtain employment. Currently, VVAD has four teachers and only 215 students. Over 159 students are waitlisted. The downfall is that VVAD is not Western Association for Schools and Colleges (WASC) accredited.

Victor Valley Community College – English as a second language

Each of the Adult Education Schools in both the Victor Valley Unified School District (VVUD) and Hesperia Unified School District (HUSD) both offer a multitude of services to immigrants and ESL learners.

- 1) Classes and Courses for Immigrants

- a. Course work for second language students is provided primarily through the ESL Program, which offers courses covering speaking, listening, reading and writing skills. The ESL Program has also developed courses designed for computer literacy. All courses offered through the ESL Program are credit courses and are taught on the VVC campus.
- b. VVC also offers non-credit courses through the Adult Education English program. Primarily the ESL program administers this program, but the courses are offered off the VVC campus at Hesperia High School. Efforts to offer Adult Education English courses have not been successful at other locations off the VVC campus.

Short-Term Career Technical Education (CTE)

Snowline Joint Unified School District (SJUSD)

Adults are eligible to take several Regional Occupational Program classes offered through a partnership with the San Bernardino County ROP. While these classes are county-funded, they are hosted at SJUSD and taught by SJUSD employees. These after-school classes, evening classes, and summer classes are open to any local adults. Some are articulated with Victor Valley College, which earns successful students college credits and can provide an incentive to continue education at the postsecondary level.

Victor Valley Union High School District (VVUHSD)

Adults are also able to participate in career technical education classes through the Regional Occupational Program (ROP). Many of the courses are articulated with community colleges and allow students to gain college credit while taking classes through ROP. This practice encourages students to continue their education through the community college creating a seamless transition.

Adults with Disabilities (AWD)

Victor Valley Community College - DSPS

To support the objectives identified with AB86 and provide a synopsis of how adults with disabilities are serviced and supported at VVC. The Disabled Student Program and Services (DSPS) Office at Victor Valley College provide examples of this service and support. DSPS participants are typically post-secondary adult students. Students with disabling conditions who may be participants with dual credit or concurrent enrollment programs at the college (VVC) and have not completed high school are not eligible for services under this adult program.

DSPS is a statewide, categorically funded program that meets the federal and state compliance requirements for providing academic adjustments, to qualified individuals.

“The DSPS program provides support services, specialized instruction, and educational accommodations to students with disabilities so that they can participate as fully and benefit as equitably from the college experience as their non-disabled peers. A Student Educational Contract (SEC) is developed for each student which links student’s goals, curriculum program, and academic accommodations to his/her specific disability related educational limitation. Eligibility Criteria: The specific disability must be verified, and there must be an educational limitation that precludes the student from fully participating in general education without additional specialized services. Services: Examples of services available through DSPS that are over and above those regularly offered by the college would be test-taking facilitation, assessment for learning disabilities, specialized counseling, interpreter services for hearing-impaired or deaf students, mobility assistance, note taker services, reader services, speech services, transcription services, access to adaptive equipment, registration assistance, and specialized instruction” (Chancellor Office, 2015).

DSPS supports a post-secondary adult education, and subsequently parallels the VVC Mission “to Create exceptional and accessible lifelong learning opportunities that afford students within our expanding communities the attainment of knowledge and skills necessary for success in the global economy, Embrace difference in our communities by integrating their wealth of multicultural knowledge and wisdom into a cohesive and resourceful learning environment for all and Empower each student to learn by modeling academic integrity, democratic citizenship, and meaningful contribution to society (VVC Mission, 2013)

AB 86 for adult education has very seven (7) specifications of evaluation and support that are aligned to the VVC and DSPS mission. Below are highlighted summaries of the seven specifications for AB 86 efforts:

- 1) DSPS provides academic accommodations to all program eligible students’ participants, “The specific disability must be verified, and there must be an educational limitation that precludes the student from fully participating in general education without additional specialized services”. DSPS provides support to on campus, campus centers, and other off-site locations to program participants. This includes both for college credit and non-credit certificate, degree, transfer, and Career Technical Education programs. The enrollment of program participants range from 500 to 700 per academic term. After reviewing the persistence and completion rate of DSPS participants. DSPS continues to experience student participant growth. An additional observation is that, DSPS continues to support with its limited staffing. While similar sized programs have significantly more staff to service student with disabilities. Populations that are highly impacted by program staffing are Deaf students and potential students with Learning Disabilities. The population of Deaf adult students is growing, but also Deaf students are persisting. Increased persistence and retention is a good outcome for Deaf students, but this outcome strains the human resource pool of qualified interpreters in the High Desert. Whereas interdepartmental referrals and requests for learning disability assessment

continue to rise with limited access provide assessment appointments. During the next year the program will continue to examine how potential LD students can receive services, be evaluated using the model, and still serve other disabling conditions effectively. The steady numbers of growth are clear however both Deaf and LD populations will need careful monitoring. Lastly, future assessments must clearly focus on the data to determine which disabilities groups are persisting and not persisting as well as accomplishing goals base on the educational plan (SB 1456 Student Success Act, 2012) and the student Educational Contracts (Title V, Section 56022).

The impact of the implementation of SB 1456 and priority registration status, remain a serious concern as priority registration is linked to the academic adjustment addressing the educational limitation and therefore their access to reasonable accommodations, may argue their loss of an accessible education if Educational Plans are not coordinated and administered properly CA Ed Code Sections 67310-12 and 84850.

Victor Valley Community College

At this present time, VVC only offers a Phlebotomy and Fire Technology non-credit short-term career technical courses. VVC is offering these courses during the Spring 2015 semester.

Apprenticeships

Victor Valley College currently does not offer apprenticeship programs however, the college is diligently working towards building relationships to improve career pathways for vocational programming. The consortium is exploring Pilot programs and strategies to create pre-apprenticeship opportunities with local workforce development agencies and employers.

Distance Learning

Adelanto Prison Education Services

In the Winter 2011 session, 74 students were enrolled in the on-campus and prison classes; in Spring 2011, 58 students are enrolled in the first eight-week session on campus and at the prison. All of the students are working in a lecture/lab environment; classes are face-to-face for two hours and for one hour classes are lab enhanced, with English and math instructors respectively. Even on site at the Federal Penitentiary, the Maximum Security Prison in Adelanto, CA, students have access to a lab-enhanced environment.

Hesperia Unified School District

Hesperia Adult School provides a distance learning option for several programs including GED Prep and Adult High School Diploma through Hesperia Online Learning Academy (HOLA). HOLA was created in 2009 by two Hesperia Adult School instructors to meet the needs of adult distance learning. Distance learning is facilitated with HUSD employed teachers utilizing Odysseyware software for instructional delivery. ESL students may take advantage of the translation options (written and audio) in the Odysseyware software. Adult Education High School Diploma also offers an independent study approach which is facilitated and monitored by two Adult Education teachers. Students meet twice a week with instructors for assessments and assignments. Distance learning in career technical education and workplace skills training is available through Hesperia Adult Schools with the use of OdysseyWare. Instructors of distance learning are available for in-person appointments, phone conference calls, assistance via email or webcam technology. Enrollment for distance learning is completed at the office of Hesperia Adult School.

Hesperia is committed to helping learners develop skills to become more successful workers and community members. In an increasing complex, demanding, and competitive world, educational systems must prepare students to go above and beyond to be successful in the 21st century. There is a profound gap in the knowledge and skills most students learn in school and the demand of higher education coursework, career challenges, and global competition. In order to meet the challenges of teaching 21st century skills curriculum, instruction, and assessment must be implemented in tandem. Skills and knowledge must be intertwined. The Partnership for 21st Century Skills, a national organization comprised of both business and education leaders, has defined specific areas of focus that all students need in typical 21st Century communities and workplaces. The 4 C's (Critical Thinking, Collaboration, Communication, and Creativity) are infused into Hesperia's educational programs. The 4 C's require that ability to apply, synthesize and communicate information and to work collaboratively across disciplines to solve complex problems. Utilizing an instructional Common Core State Standards framework to provide a systematic approach will accelerate and enrich learning for all students (www.corestandards.org). This will maximize learner's abilities to master 21st century learning skills and provide a pathway to increased achievement toward becoming successful workers and community members.

Curricula and instructional practices incorporate the skills and knowledge learners need to transition successfully to postsecondary education, training, and the workforce. Hesperia's Adult Education programs are implementing skills and knowledge needed for transition by applying depth of knowledge, rigor and relevance, 4 C's, methodologies, and pedagogy by utilizing new state standards, PLC's, Units of Study, assessments and subject literacy. Students need specific skills to be 21st century competent such as

higher level thinking skills. This will be accomplished through the development of Habits of Mind. Habits of Mind are those dispositions that are skillfully and mindfully employed by characteristically successful people when confronted with problems, the solutions to which are not immediately apparent. The intent is to teach learners how to perform under challenging conditions that demand strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. Identifiable measures for 21st century learning are not exclusive to a specific academic discipline and instead encompass all courses we teach.

Objective II: An Evaluation of Current Needs

Description and assessment of current needs for each program area, including needs that are currently unmet

Financial Need

Consortium Member	Number of Students	Total Operational Costs*
Apple Valley Unified School District	650	\$ 1,540,500
Hesperia Unified School District	775	\$ 1,836,750
Lucerne Valley Unified School District	350	\$ 829,500
Snowline Joint Unified School District	450	\$ 1,066,500
Victor Valley Union High School	775	\$ 1,836,750
Grand Total Of The Cost For The Region	3000	\$ 7,109,000

*For Optimal level budget is included below. Approximately \$2,370 cost per student

Needs Assessment of Region

The consortium areas of Victorville, Apple Valley, Hesperia, Lucerne Valley, Phelan, Adelanto, Oak Hills, Phelan, Baldy Mesa, Wrightwood, Pinion Hills, El Mirage, and other rural areas differ in levels of income depending on the neighborhood and area, but share similar growth patterns.

Each District is in great need of supportive staff in order to ensure that each Adult Education Program is effectively running to its optimum level and fulfilling the needs of the region. Below is a table that identified the need for staffing per district:

Supportive Staff
Each district needs:
<ul style="list-style-type: none"> • (1) Full-Time Classified/Clerical Registrar (Data Clerk) <ul style="list-style-type: none"> • (1) Full-Time Administrator • Faculty/Teachers (Upon District need) <ul style="list-style-type: none"> • (1) Part-Time Test Coordinator • (1) Part-Time Security Guard (1) Part-Time Custodian

Start-up Costs

In order to begin effective, seamless transitions, for adult education in the Victor Valley, the VVRC has realized the need for more funding, especially during the first year. The estimated start-up financial need for the Victor Valley area is **\$3,138,441**.

Economic Profile

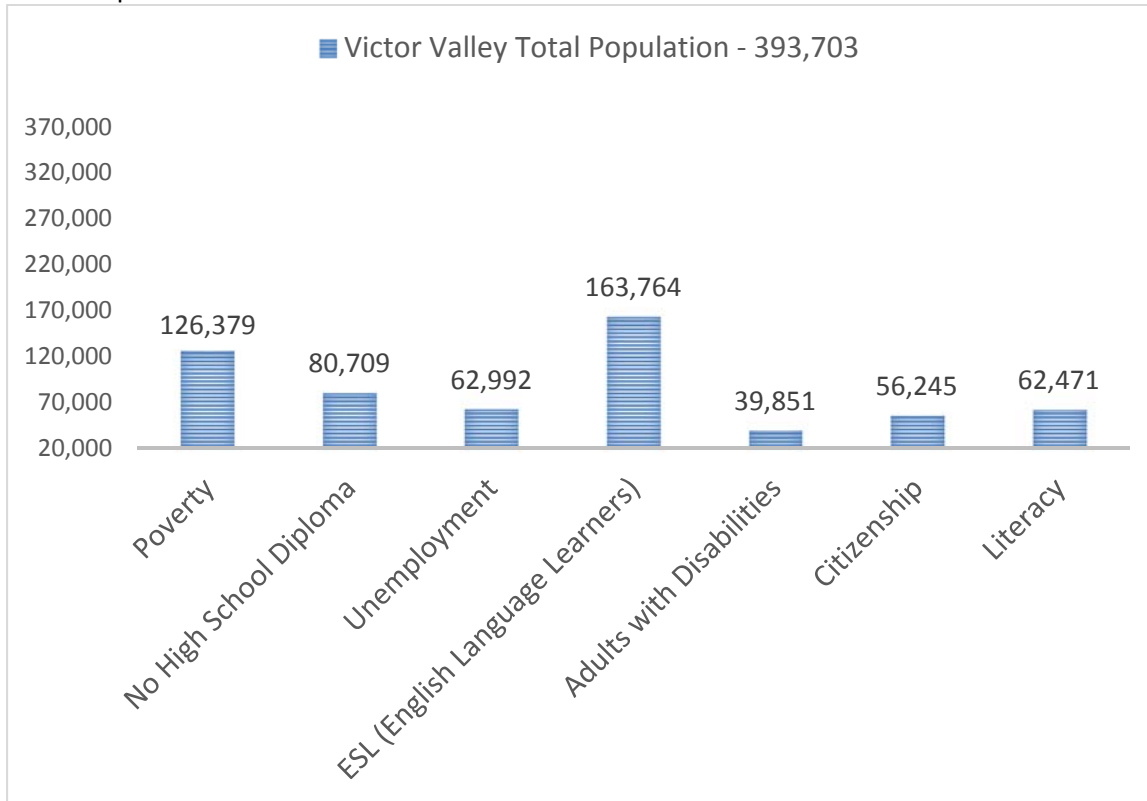
The economic polarization trend in rural areas breeds pockets of poverty and there are no signs of improvement. The reported unemployment rate contributes greatly to the low-income factor within the Desert Region. Many working-class, moderate-income, and two-earner families live in this area. Many residents here have low-wage service sector jobs and have some of the lowest per capita income levels at only \$21,636 in San Bernardino County. In Adelanto, the per capita income is nearly half the county rate at just \$11,172. The average amount in California is \$29,551ⁱ.

The need for a program that assists adult students to learn English and prepare to succeed in higher education is stronger in the Desert Region. The Academic Performance Index (API) is another tool of measurement that displays the ongoing need in the region. API success recapitulates progress toward achievement of academic improvement targets for K-12 schools and districtsⁱⁱ. In 2013 the County of San Bernardino regressed in achievement. While the county demonstrated a 64% improvement rate in 2012, in 2013 there was only a 43% rate of improvementⁱⁱⁱ. In 2012, 71% of schools met or exceeded API targets while in 2013 only 59% of schools met API targets^{iv}.

Within the Desert Region, 91,802 people speak Spanish as their first language and English as their second language. From this populace, more than 35-percent of them have identified their ability to speak English as less than well^v. These numbers omit the many other languages spoken in the region; thereby, this statistic slightly under represents the entire English as a Second Language (ESL) population in the Desert Region. In the recent school year, 81,630 students within San Bernardino County's K-12 district identified as speaking a language other than English.

The lack of English proficiency is proven to contribute to numerous financial, social and other health problems in the United States. Since English is the primary language spoken in America's workforce, Economists argue those incapable of speaking the primary language are destined to earn less than the average United States citizens^{vi}. Thereby, creating an influx of poverty in the country, especially the Desert Region. Over 41-percent speak a language other than English at home^{vii}.

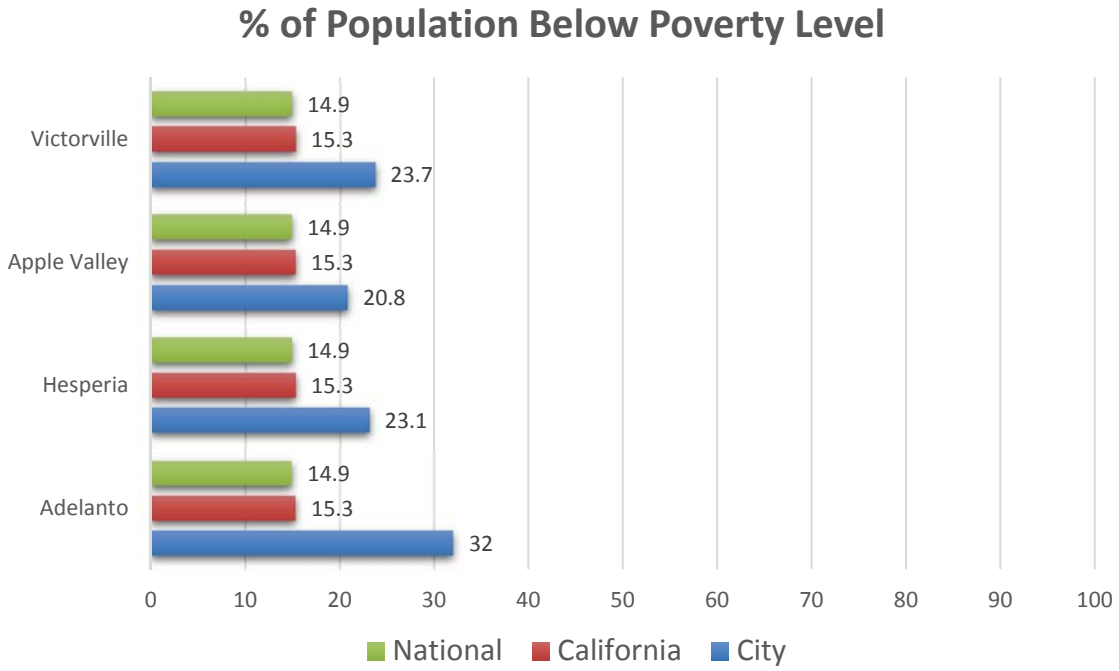
Table: Population



Source: (U.S. Census Bureau 2012)

Currently, California’s unemployment rate is 7.8%^{viii}. The unemployment rate in San Bernardino County is higher at 9.4%. In the High Desert cities the rate is much higher than the national average of 6.3%: Victorville 11.4%, Apple Valley 10.35%, Adelanto 14.75, and Hesperia 12.2%^{ix}. These statistics only reflect those who are receiving unemployment benefits. Many others in the region are not working, which further exacerbates the disadvantage that Desert Region students face. Income rates are substantially lower than the national average in the Desert Region as well. Victorville ranks in the top hundred cities nationwide as having the most people within the poverty level^x. Tragically, it is not the most economically impacted community in the region. All four incorporated cities report poverty levels well over the national and state rates.

Table 1 Poverty Level



Source: (U.S. Census Bureau, 2012)

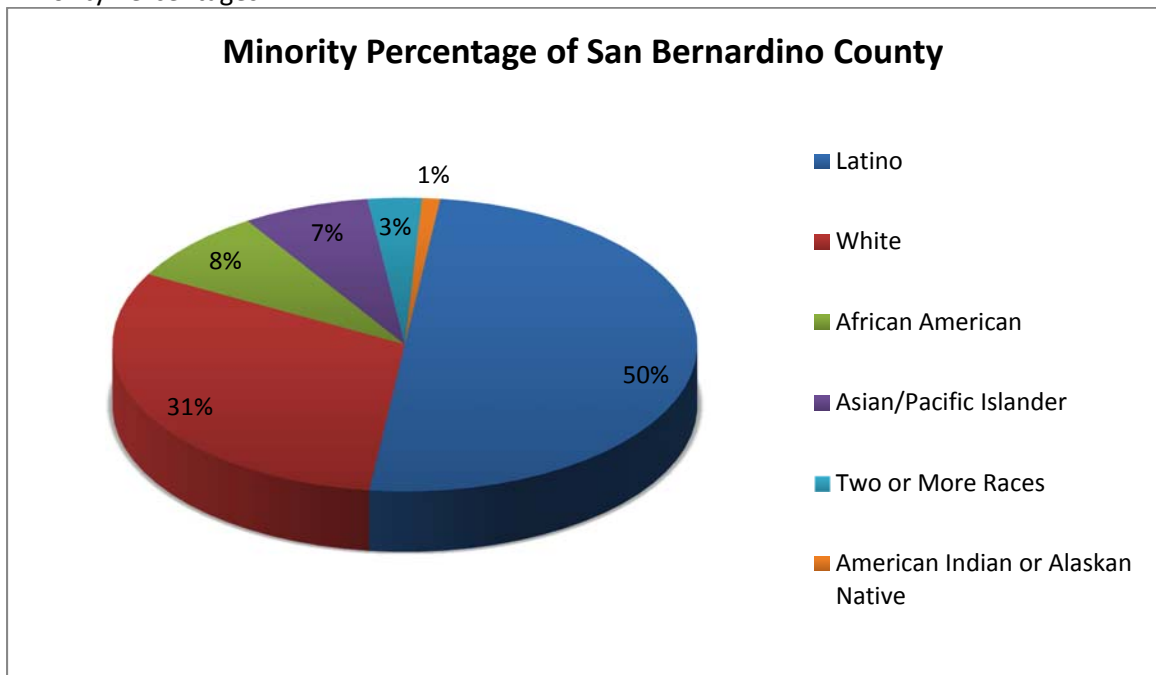
San Bernardino County has a very low number of individuals with degrees of higher education. Less access to educational resources contributes to such low numbers, specifically

among minorities. English as second language families often fall within this statistic. Latino immigrant parents have less aspiration for their native born children to finish or attend higher education than natural born citizens.

Minority Population

Nestled within the inland area of Southern California is San Bernardino County, the largest county in the contiguous United States. San Bernardino County has the fifth largest population in California and is home to 2,088,371 residents. It covers 20,000 square miles of land and includes 24 cities, as well as many unincorporated areas^{xi}. Within the county lies a vast region referred to as the Desert Region. This region is the largest in the county. It encompasses 17 cities/towns and represents 93% of the county's land mass^{xii}. The Desert Region is home to 393,703 people. Attracted by the most affordable housing in Southern California, the population in the Desert Region is growing faster than the resources needed to educate its families who speak languages other than English.

Table 2 Minority Percentages



(United States Census Bureau, 2008-2012)

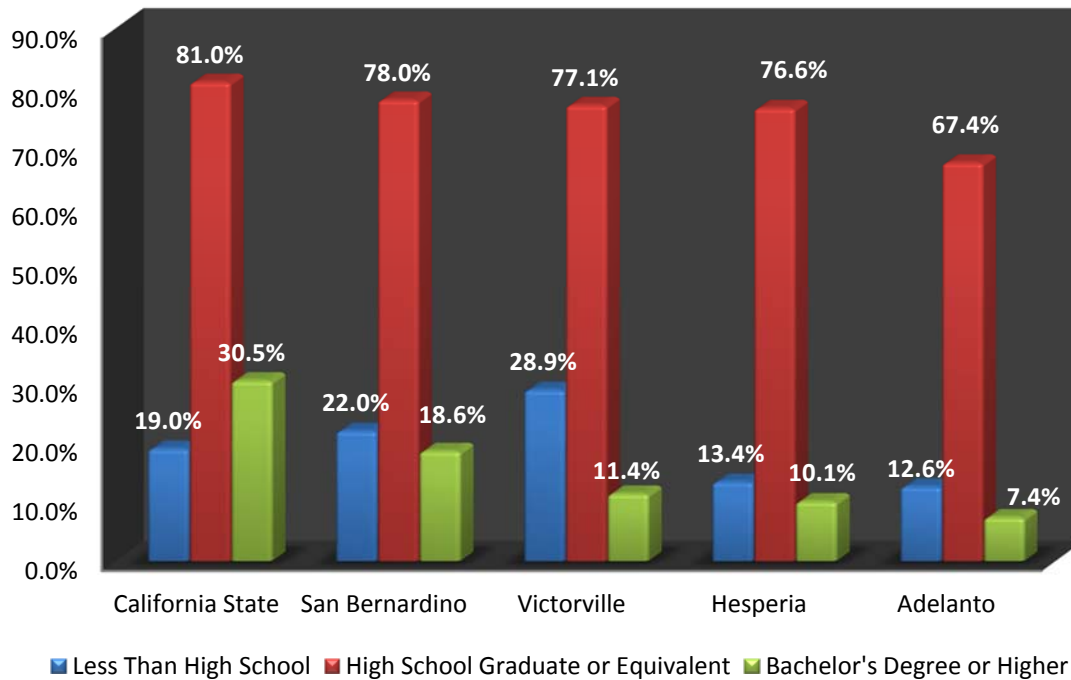
Within San Bernardino County there is a majority-minority population^{xiii}. Minorities alone make up 69% of San Bernardino County's population. The stark differences between the extensive resources for education in more affluent places and the inadequacies found in

the schools and homes in this area dramatically effect minorities, which is evidenced by educational attainment among adults.

Education Attainment

Between 2000 and 2012 the proportion of residents over 25 years of age with a bachelor’s degree or higher, rose from 16% to 19% within the region. Unfortunately, this is well below the state average of 31% as well as the national average of 29%^{xiv}. San Bernardino County and the Desert Region percentages are extremely less in comparison. The County of San Bernardino averages 18.6% while cities such as Adelanto only have 7.4% of the population with an undergraduate degree or above^{xv}. The Town of Apple Valley is the highest with 16.4%. Other neighboring cities such as Victorville only have 11.4% and Hesperia has 10.1%^{xvi}. All the areas in the Desert Region fall below the national education attainment level. In addition, less than 2% have a graduate degree^{xvii}. The chart below displays a comparison of adult educational levels in the state, county and areas to be served:

Table 3 Regional Education Attainments



Source: (United States Census Bureau, 2012)

More than 493,000 GEDs were awarded in 2008, which accounted for 12 percent of all high school credentials awarded that year^{xviii}. Since 1943, more than 17 million people have earned a GED credential^{xix}.

Current Regional Needs

As stated in the opening Adult Governance section of this plan to date, the consortium seeks to establish a coordinated transitional support task force to leverage existing support services both inside the K-12 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, detailed in Objectives 3-7, is to create clear pathways to educational programs and/or careers for adult learners in 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 preliminary gaps identified include (**addressed in Objective IV**):

- ❖ 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 (e.g., aptitude/interest/career pathway), systems (k-16 bridge program), 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.

Current Regional Need for Each Program Area

Funding

The school districts within the consortium have either had to dramatically scale back adult education programs or close them in recent years due to budget restrictions. For

example, Hesperia Unified School District – Adult School, which offers the broadest range of programs and serves the greatest number of students in the region, reduced enrollment nearly by half between 2008-2009 and 2012-2013

Elementary and Secondary Basic Skills – Adult Basic Education (ABE)

Despite reports of increased demand for basic skills courses, overall enrollment in the region has significantly declined in the last five years. Seasoned Adult School Administrators relate that budget cuts are the cause of the reduction in services.

Victor Valley Community College

One of the most pressing needs is for more courses to be offered through the Basic Skills Program. The courses offered through the Program are usually the first to fill on the campus and have full waiting lists a month before courses begin. There are needs for both instructors and for facilities, which are being discussed by the college but have not yet been resolved. The future of Adult Education is drastically changing in the Victor Valley. The Valley has seen diversities amongst its constituents. Some financial multiplicities affecting the region are increased population shifts, a housing crunch, loss of employment opportunities and overall economic downfall. Many of these economical shifts and adversities may be correlated and attributed to the lack of funding for both Adult Schools and College Basic Skills courses.

Unfortunately at this time, VVC currently does not offer Adult Literacy courses. VVC had previously provided instruction for adults who were unable to read at the most elementary level. These courses were canceled when an instructor retired and no other faculty member was able to take over the program.

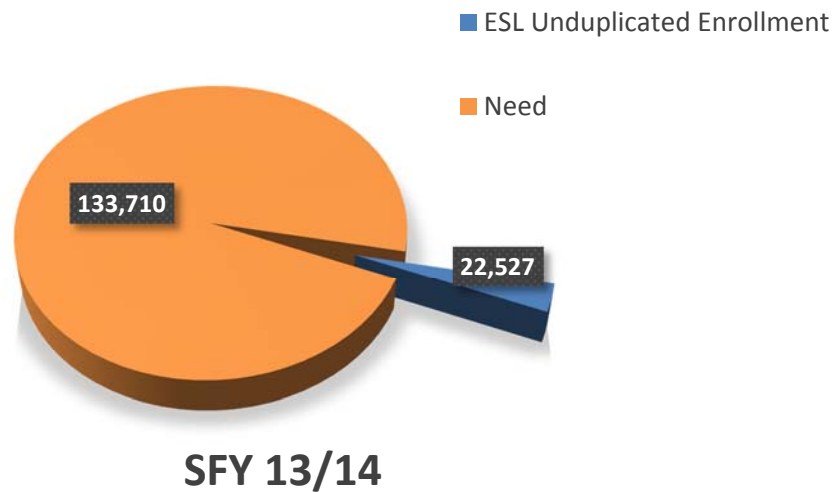
VVC must develop more learning communities that address the needs of students placing at the basic skills level. Learning communities were offered during previous years, but were discontinued after administrative difficulties. The program was discontinued instead of being supported through difficulties not connected to the quality of instruction or enrollment.

Classes for Immigrants (ESL, Citizenship)

Snowline Joint Unified School District

The existing EL program at SJUSD does not have a connection with postsecondary education or workforce opportunities. The EL adult support program is limited in scope and does not have formalized connection to any outside opportunities. Seamless transition to postsecondary workforce would require an expanded EL adult support program with specific, workforce-related outcome objectives.

Table 4 ESL Enrollments



Short-Term Career Technical Education (CTE)

CTE enrollment has declined among all providers with programs in the consortium. Whether this is a direct result of funding cuts or whether other factors are at work is a question that will be explored during the upcoming consortium meetings.

At this time, VVC has a few short-term programs that can lead to employment, such as Phlebotomy, Solar Paneling, HVAC, and Fire Protection. VVC also has numerous Certificate programs. These programs are shorter than traditional Associate of Arts and Associate of Science degrees.

Table: VVC Certificate Programs

Victor Valley Community College Certificate Programs	
Certificates of Achievement (CA)	Certificates of Career Preparation (CP)
Administration of Justice	
Administration of Justice Certificate	Corrections Certificate
	Fingerprint Recognition and Classification Certificate
	Forensic Specialist Certificate
	Law Enforcement Modulated Course Level II Certificate
	Law Enforcement Modulated Course Level III Certificate
	Module A Reserve Academy Firearms Only Certificate
	PC 832 Law Enforcement Course Certificate
	Police Technician Specialist Certificate
	School Police Course: PC 832.3 Certificate
Agriculture and Natural Resources Horticulture	
Horticulture Specialist Certificate	Animal Science Technician Certificate (CP) Ecological Restoration Technician Certificate
Landscape Specialist Certificate	Environmental Field Studies Certificate
Landscape Irrigation Certificate	Equine Science Specialist Certificate
	Floral Design Certificate

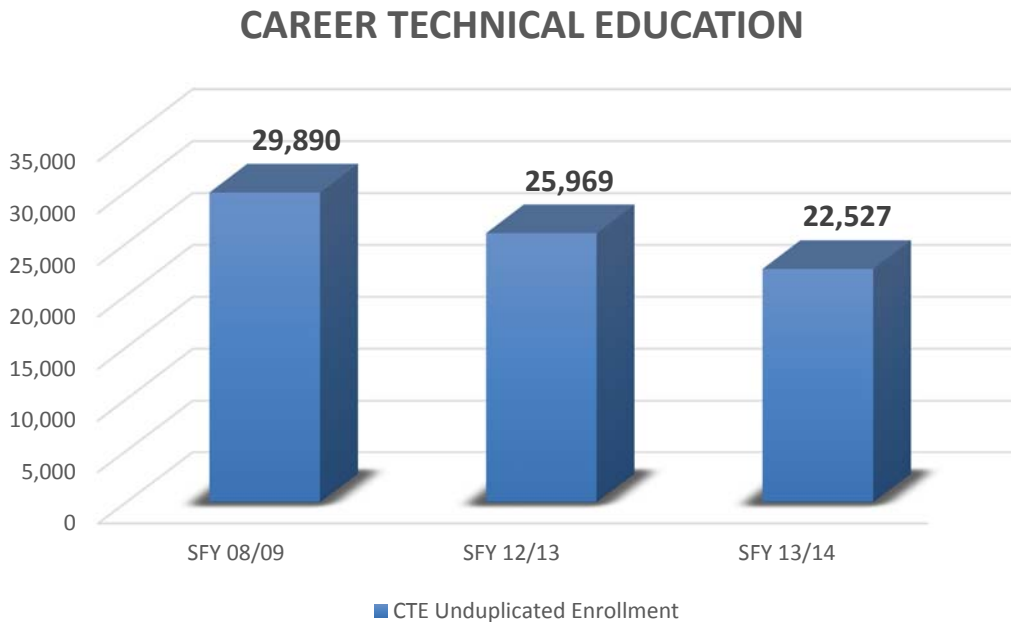
	Geospatial Technician Certificate
	Horticulture & Landscape Technician Certificate
	Mojave Desert Master Gardener Certificate
	Natural Resource Management Technician Certificate
Allied Health	
	Nursing Assistant/Home Health Aide Certificate
Automotive Technology	
Automotive Specialist I Certificate	4 X 4 Suspension Modifications Certificate
Automotive Specialist II Certificate	Automotive Brake & Suspension Specialist Certificate
Automotive Technician Certificate	Automotive Detailer/Porter Certificate
	Automotive Drivability Specialist Certificate
	Automotive Inspection and Maintenance Technician Certificate
	Automotive Repair Shop Manager Certificate
	Automotive Transmission Specialist Certificate
	Basic Inspection Area Smog Technician Certificate
	Collision Repair Technician Certificate
	Engine Machinist Specialist Certificate
	Enhanced Inspection Area Smog Technician Certificate
	Heavy Duty Diesel Truck Lubrication and Inspection Specialist Certificate
	Heavy Duty Hydraulic Technician Certificate
	Heavy Duty Truck Brake Repair Specialist Certificate
	Heavy Duty Truck Hydraulic Technician Certificate
Victor Valley Community College Certificate Programs	
Certificates of Achievement (CA)	Certificates of Career Preparation (CP)
Automotive Technology	
	Import Sport Tuning and Customization Certificate
	Motorcycle Repair Technician
	New Model Technology Repair Technician Certificate
	Recreational Vehicle Service and Repair Technician Certificate
	Small Engine Repair Specialist Certificate
Biological Sciences	
	Biotechnology Certificate
Business Administration	
Management Certificate	Bookkeeping I Certificate
Business Education Technologies	
Administrative Assistant Certificate	Computer Systems I Certificate
Computer Systems II Certificate	Data Typist Certificate
Legal Office Certificate	Office Services Certificate
Medical Office Certificate	Spreadsheet Processor Certificate
	Word Processor Certificate
Business Real Estate and Escrow	
Advanced Business Real Estate Certificate	Business Real Estate Apprentice Certificate
Basic Business Real Estate Certificate	
Property Management Certificate	
Real Estate Appraiser Certificate	
Real Estate Marketing Certificate	
Real Estate Secretarial Services Certificate	
Child Development	

Level I: Associate Teacher (Pre-school)	
Level II: Teacher (Pre-school)	
Level III: Supervisor	
Computer Information Systems	
Database Administration Certificate	My SQL Database Developer Certificate
Programming I Certificate	Netware Certificate
Programming II Certificate	Network Specialist Certificate
Productivity Software Specialist Certificate	UNIX Administrator Certificate
	Visual Basic Programming Certificate
	Web Authoring Certificate
Computer Integrated Design and Graphics	
	Architectural CADD Technician I Certificate
	CADD Technician I Certificate
	Civil CADD Technician I Certificate
	Digital Animation Artist Certificate
	Digital Animation Technician I-Softimage Certificate
	Digital Animation Technician I-3ds Max Certificate
	Drafting Technician I Certificate
	Geographic Information Systems for Emergency Response and Management Certificate
	Visual Communications Graphic Design Certificate
	Visual Communications Print Production Certificate
Victor Valley Community College Certificate Programs	
Certificates of Achievement (CA)	Certificates of Career Preparation (CP)
Construction and Manufacturing Technology	
Building Construction Certificate	Basic Electrical Technician Certificate
Building Inspection Certificate	Basic HVAC/R Certificate
Construction Management Certificate	Basic Residential Maintenance Technician Certificate
Construction Technology Certificate	Basic Woodworking Certificate
Public Works Certificate	Plumbing Technician Certificate
	Renewable Energy Certificate
Education Technology	
Communication Electronics Certificate	Collegial Education I/II Certificates
Computer Technology Certificate	Education Technology Certificate
Digital Electronics Certificate	A+ Certification Examination Preparation Certificate
Electronic Technology Certificate	CISCO Networking Academy I, II, III, IV, V, VI, VII Certificates
Wireless Communication Technology Certificate	Fiber Optic Cabling Technician Certificate
	N+ Certification Examination Preparation Certificate
	Network Cabling Technician Certificate
	Wireless MSCSE Examination Preparation Certificate Level I, II
Electronics Engineering Technology	
Associate Degree Electronics Engineering Technology Certificate	
Emergency Medical Technician	
	Emergency Medical Technician I (Ambulance) Certificate
	Emergency Medical Technician (Refresher) Certificate

Snowline Joint Unified School District

In SJUSD there are only three ROP courses open to adults. These are through a partnership with the County of San Bernardino ROP and are articulated through the Victor Valley Community College. Students who earn a B or better and demonstrate competencies in the majority of course topics are eligible for articulated credit. The college credit often acts as an incentive to continue education at the postsecondary level. Either the certificate earned in the ROP course or continued education leading to industry certificates can lead to employment possibilities.

Table 5 CTE Numbers



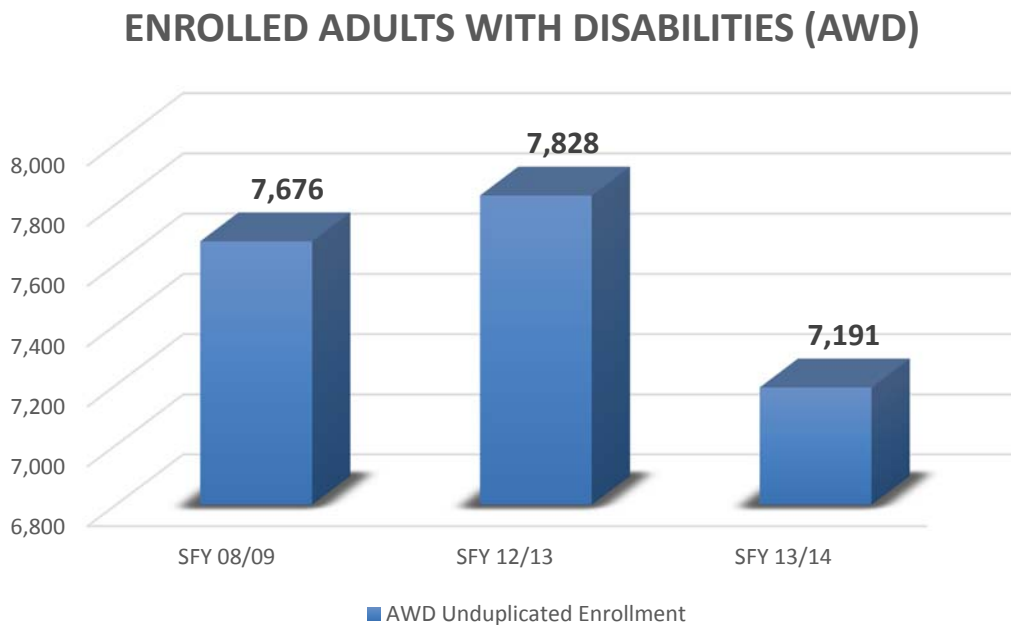
SOLUTION

The solution to this is additional funding to be able to implement a seamless transition piece to include a Transitional Counselor to assist between the school districts and the college. A seamless transition is needed to assist students to complete their academic and career goals. If funded and facilitated correctly, students will achieve financial security through their ability to obtain education and employment.

Adults with Disabilities (AWD)

The charts below indicate the number of students enrolled in the Inland Empire Region of Southern California, which encompasses most of the Desert Region. The top chart indicates the amount of unduplicated students enrolled in the Inland Empire as a whole. The Inland Empire encompasses majority of the High Desert Region. As noticed, the enrolled number of adults with disabilities has dropped significantly due to need of funding. The Consortium believes that many more disabled students are not receiving the services they need due to a lack of funding and program availability.

Table 6 Adults with Disabilities



Apprenticeships

There is a shortage of apprenticeships in the region. According to the “Apprenticeship List of LEAs and Sponsors” posted on the AB86 website, there are only a handful of apprenticeship programs within the consortium’s boundaries. Most classes of this nature are categorized as Regional Occupational Programs (ROP) and are only

offered to high school students. The Victor Valley College offers certificate courses at a fee. Hesperia Unified High School District also has a fee-based Pharmacy Technician program.

Due to the lack of apprenticeship programs in the Desert Region, the Consortia have identified this as a gap in services.

Transition Services

In prior meetings, consortium members and partners have discussed the need to coordinate transition services between adult schools and community colleges. Students at adult schools are in need of assistance to help them navigate the process of college enrollment, registration, and applying for financial aid. A strong support system is required to ensure the success of non-traditional students.

Adult school students also lack some of the skills that are necessary to thrive in a college environment. There is a need to develop programs or offer workshops at the adult school level to prepare students to be college ready. College readiness skills that adult school students lack include communication skills, study habits, time-management skills, and self-motivated learning. These non-cognitive skills are presently not incorporated into adult school curriculum and are often not discussed. Additionally, students who graduate and enter community college may not understand the struggles they are undergoing in attempting to thrive in a new academic setting. During meetings, the Consortia decided that a method in order to assist in combating this problem is to hire a Transition Counselor.

Current Need for Services in each District

The Desert Region adult education centers do not operate at maximum capacity. Every district in the area has a waiting list of 100 plus students. The Districts that do provide Adult Basic Education (ABE) services often have to charge the student a slight fee in order to cover costs associated with the program.

Snowline Joint Unified School District and Lucerne Unified School District are both located in rural areas of the Victor Valley. Snowline Joint Unified School District provides services to several small rural towns. These towns include Phelan, Baldy Mesa, Pinion Hills, Wrightwood, parts of El Mirage, and parts of Oak Hills. There are many citizens living in poverty in these small rural towns. In both districts poverty is high and access to education services is low. Transportation is an issue and bus lines can be miles away from the homes of these individuals. Many of the adults in need of educational services have children in the school district. The adults find methods in which to bring their child to school; thereby, they may be able to attend Adult Education services on the same campus as their child or close by. Satellite campuses or classrooms can be transformed into Virtual Classrooms with an Internet, computer,

projector and screen. ABE students can attend classes taught by other school districts in the Victor Valley via Internet web portals that are already in place.

Apple Valley Unified School District

AVUSD offers GED preparation courses and High School Diploma online through a program named, *Odyssey*. In order for an Adult Education Student to access the High School Diploma, he/she must pay \$50 registration along with a \$5 per unit charge and a \$125 maximum credit fee charge per year. For students pursuing their GED, they must pay for \$75 enrollment fee to cover books. AVUSD potential students often cannot afford these fees and thereby do not enroll in AVUSD's Adult Educational offering.

Hesperia Unified School District

At this time, HUSD and Hesperia Adult School (HAS) have a large waiting list and are forced to charge its Adult Education students enrollment fees in order to cover the cost of materials. For many Adult Education students, this creates too much of a financial burden; therefore, many people in need of adult education services cannot afford vital educational services and do not pursue their education. This only causes the potential student to stay in poverty; thereby contributing to the huge poverty rates in the area.

Lucerne Valley Unified School District

LVUSD is in desperate need of funding to reopen its Adult Education Programs. Without the appropriate funding LVUSD will not be able to provide service to this improvised and rural community. The need is great and economic advancement is what this community urgently needs in order to survive and thrive.

Snowline Joint Unified School District

Current resources dedicated to adult education within Snowline are minimal. Regional planning efforts as well as collaboration with Snowline employees involved in the adult EL support program may influence how the Rosetta Stone software is used. Additionally, with the restructuring of ROP funding under LCFF, there may be flexibility in leveraging current CTE offerings for improved student outcomes.

However, although it currently does not offer support for adult education, Snowline Virtual School (SVS) is a fully functioning program with support for students learning in an online setting. Leveraging the capabilities of SVS could allow for virtual adult education learning capabilities. Due to geographic limitations and costs of travel to neighboring programs, online adult education offerings are particularly attractive. Snowline Virtual School is poised to potentially expand to support adult education outcomes

Adult Education Yearly Ideal Budget

Adult Education Program Budget				
Description: <i>A hybrid program where students can either take courses online, in person, or via telecommunications software in conjunction with other regional districts. In person programs are run in the afternoons and evenings.</i>				
Target number of serviced adult education students:				3000
Victor Valley Adult Education Costs Projections				
Item	Projected Cost	Quantity	Total	Description
Program Administrator	\$150,290.00	5	\$751,450	12 month FTE with benefits
Registrar Clerical Support	\$60,403.00	5	\$302,015	Cost for one school year with benefits, 223 day contract
Teachers	\$63,138.00	32	\$2,020,416	Seven FTE teachers with benefits, 186 days
Guidance Technician	\$39,178.00	6	\$235,068	Cost for one school year with benefits, 223 day contract
Career Specialist	\$85,800	6	\$154,800	Career specialist for student CTE and career transition services
Instructional Aide	\$25,157.00	28	\$704,396	4 6-hour Instructional Aides to support EL and AWD, with benefits, 208 day contract
Professional Development and Instructional Coach Support	\$75,000	6	\$450,000	Professional Development and Instruction Support
Part-time Testing Coordinator	\$25,000	6	\$150,000	Part-time testing coordinator for adult-education testing
Custodian	30,202	6	\$181,212	Part-time custodian
Security Guard	30,202	6	\$181,212	Part-time security guard
Teacher Sub Costs	\$1,562	32	\$49,984	Regular teacher sub costs, 11 days annually, \$142/day, including benefits
Faculty Release Regional Planning Time	\$2,840	32	\$90,880	20 days at \$142/day, including benefits, for release time for regional collaboration and planning for adult education
Classified Sub Costs	\$500	6	\$3000	Total classified sub costs, including benefits
Summer School Teacher	\$4,885	24	\$117,240	4 teachers for summer school session, with benefits
Summer School Attendance Clerk	\$3,298	6	\$19,788	Summer school session, with benefits
Summer School Guidance Counselor	\$3,462	6	\$20,772	Summer school session, with benefits
Summer School Instructional Aide	\$2,296	12	\$27,552	Summer school session, with benefits

Victorville Transit Bus Pass	\$715	1500	\$1,072,500	Transportation costs for students, \$65/student/31 day pass for Victorville transit, 11 months transit calculated
CTE Certification Costs	\$100	1500	\$150,000	CTE Certification Costs for a variety of certifications
K-16 Bridge	\$30,000	1	\$30,000	Yearly Maintenance
K-16 Bridge Student Access	\$2	3000	\$6,000	Student access cost per student
Sub-item Totals			\$6,718,285	
Indirect			\$389,661	Indirect Cost of 5.8%
Operational Budget Estimate Total			\$7,107,946	

Objective III: Plan-to-Date to Integrate Existing Programs and Create Seamless Transitions

Overview of services and programs the consortium members and partners are currently providing in the consortium's region and narrative evaluation of their adequacy and quality

Implementation Strategies/Creating System Alignment

Consortia Monthly Meetings

Integrating students from existing programs seamlessly into a postsecondary workforce will involve continued support of the VVRC. Monthly consortia meetings will be held to ensure the integrity of all programs is maintained. The monthly meetings will serve as a place where agencies, educational programs, government, and other programs can gather updated information regarding adult education. Collaboration opportunities will be present and funding availabilities can be announced in a public forum. Also the meetings can serve as an opportunity for these entities to share concerns and interests. This will be a place of resource development. In addition, the consortium committees will continue to meet for 2-4 hours to further elaborate on plans to implement strategies.

K16 Bridge Program

Currently, K16 Bridge is expanding their programming to include adult education tools to students. It is in the stages of developing a partnership with Smart-Degree to provide virtual counseling also. In addition, K16 Bridge can become a one-stop tool that assists in tracking statistics and data in order to help consortia make informed decisions regarding adult education. The K16 Bridge program is a seamless approach to education, counseling, and data collection.

The County of San Bernardino Department of Workforce Development

The County of San Bernardino Department of Workforce Development (CSBDWD) is an all-encompassing employment division responsible for proving constituents a viable place to go, either online or in person, to find a job. CSBDWD offers resume assistance, job placement, vocational training, career guidance assistance, new career guidance assistance, mentorship, and an array of other job placement services. As part of the consortia, CSBDWD is a vital tool in integrating workforce development from the existing programs.

Hesperia Unified School District

Hesperia Unified and Hesperia Adult School coordinates community resources to establish strong linkages to elementary and secondary schools, postsecondary institutions, one stop centers, job training programs and social service agencies. Our success is demonstrated in the capacity to link students with needed programs and services. Our collaboration with partner agencies expands the ability of all partners, including HUSD and Hesperia Adult School to ensure distribution of services and increased achievement for all partners.

Partner agencies collaborating with Hesperia to provide program educational support, community visibility, outreach, and cross referrals of participants include but are not limited to the following: School Advisory Committees, Business Advisory Committees, San Bernardino County Libraries, Family Resource Centers, County of San Bernardino Workforce Development Department, Workforce Investment Board (WIB), Department of Rehabilitation (DoR), Regional Occupational Program, County of San Bernardino Human Services, Alliance for Education, Workforce Investment Board (WIB), High Desert Job Developers, Victor Valley College, Hesperia Chamber of Commerce, Victor Valley Community Services, Goodwill Industries, Employment Resource Centers, WIA Employment Training Provider, English Learner Advisory Committees (ELAC), District English Learner Advisory Committee (DELAC), and community organizations.

As a public educational agency our responsibility to the partners listed above is to provide educational opportunities to learners of all ages and abilities. Partner agencies provide supportive services such as financial subsidies, counseling services, transition assistance, housing, and employment resources.

Utilization of cross agency referrals and vouchers increase participation, reduce barriers, support coordination of services and collaboration for education and literacy programs with our community agencies to foster increased success of all participants involved in our partnerships.

Federal, state or local programs integrated, combined or coordinated with the adult education programs: Hesperia Adult School continues to demonstrate its overall effectiveness with increased learning gains in ABE, ASE, and ESL, attainment of transitions to high school diploma or GED programs, transitions to postsecondary education, training and entrance into the workforce. This success is directly attributed to the fully coordinated department of Career & Adult Education which includes local adult education, ESL, High School Diploma, GED Prep, GED Test Center, California High School Exit Exam testing, Career Technical Education, county CalWorks, county Workforce Investment Act, county Regional Occupational Programs and local community education with a centralized office on the campus targeting Adult Education

supported programs. This structure ensures our ongoing success with students transitioning from adult literacy programs into our high school diploma programs, GED Prep, GED Testing, postsecondary education, training or the workforce.

Involvement and representation in partner meetings, business advisories, and presentations to community groups, booths at resource fairs, job fairs and promotional events are utilized as outreach opportunities.

CTE Committee

Transition #1: CTE to the Workforce

- 1) Assess, develop and provide seamless transitions in curricula to provide students with the education needed for students to succeed in the workforce.
 - Implementation of soft skills training
 - Thorough job exploration to assist students in deciding which career path to pursue
- 2) Intensive career awareness
 - Counseling to assist students with career needs. Develop a common process in evaluating employer needs and requirements to increase student employability (Networking with Community Business Organizations)

Transition #2: CTE to ABE/ASE

- 1) Implement counseling programs to assist students with ABE/ASE needs
- 2) Investigate and integrate K-16 initiative to ensure students meet ABE/ ASE standards
- 3) Develop classes/courses to prepare students in Adult Basic Education/ Adult Secondary Education in alignment with common core standards.
- 4) Develop and implement refresher courses to prepare students prior to assessment testing

Transition #3: CTE to ESL, VESL, and Citizenship

- 1) Early identification of language assets and barriers
- 2) Build upon prior education and experience

- 3) Institute contextualized curriculum for ESL students
- 4) Develop multilingual students based on community need
- 5) Contextualized computer-assisted language application
- 6) Identify careers that require US citizenship and necessary courses to obtain.

Transition #4: CTE to Community College

- 1) Investigate and integrate K-16 initiative to ensure students' college preparedness
 - Examine common core implications
- 2) 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
 - Credit by exam
 - Stackable certificates
 - Articulation Agreements. For a template of existing articulation agreements in the region, see:
<http://www.vvc.edu/offices/career-technical-education/articulation-agreements.shtml>
- 3) Develop and adopt a process which fully prepares a student in their CTE Career Pathway
 - Investigate and identify educator qualifications and requirements
 - Establish and initiate a CTE Faculty Consortium Committee
 - Priority enrollment for CTE students
- 4) VVC will host CTE/Vocational Technology Fair for Consortium Members

Transition #5: CTE to CTE Industry Certification

- 1) Align and Maintain accreditation compliance of educational institutions in order to meet industry certification standards regionally
- 2) Analyze and develop curriculum that meets industry

certification standards

- Implement faculty certification to ensure curriculum standards are met
 - Develop a system for the timely institution of programs which meet industry certification standards
- 3) Examine third-party certification as it relates industry certification standards
 - 4) Provide supplemental programs for students to complete and/or maintain industry certification

ABE Committee

Transition #1: Adult School or noncredit ABE to High School Diploma/GED among regional members

- 1) Identify new educational and motivational support strategies to aid and accelerate student transitions from ABE to ASE/GED)
- 2) Identify an effective tool (CASAS, TABE, Gates McGinnity) to use as a common assessment for ABE/ASE.

Transition #2: Adult School or noncredit ABE/ASE to college noncredit GED

The consortium is currently evaluating options to facilitate this transition.

Transition #3: Adult School or noncredit ABE/ASE to credit college programs in English, Math, CTE, and general programs per student educational goal

- 1) Develop a blended learning in math and English that combines classroom instruction with individualized adaptive software to build students foundational skills
- 2) Evaluate the effectiveness of study skills programs at Victor Valley College with an eye towards introducing them at other consortium schools
- 3) Increase awareness among consortium schools about academic levels necessary for college credit classes and designing curriculum to insure students obtain necessary skills to score at a desired range on college placement tests to be placed into college credit classes

Transition #4: Adult School or noncredit ABE/ASE to workforce

- 1) Develop a career preparation elective course to be offered at all 5 campuses. This includes contacting local businesses to assess skills needed. The consortium will use successful practices at Hesperia Unified School District and Victor Valley College classes as models. Course will include workplace specific content such as: interview skills, resume building, professionalism, workplace etiquette, how to fill out an application, learning how to search for jobs, employer behavior expectations, how to identify the right job for you, information about the local job market.
- 2) Use local job market data for high school graduates to determine what skills are in demand and necessary to inform course content and increase direct communication between students and employers

Transition #5: Adult School or noncredit ABE/ASE to CTE among regional members

- 1) Design a roadmap that shows sequence and requirements needed to transition to consortium CTE programs
- 2) Contextualize concepts from key CTE programs in ABE/ASE course content
- 3) Create career interest transition groups at each campus. Host workshops at each campus to inform students about career options and pathways available to them. Once a semester, CTE transition workshops for students from all schools at Victor Valley Community College to provide transition support and information to adult students.
- 4) A Transitional Counselor assigned to each school district will visit each campus once a week to talk to students about transfer services and career planning.

ESL Committee

Transition #1: ESL, VESL, and Citizenship to the Workforce

- 1) Utilize a common performance assessment to determine student workforce readiness
- 2) Train counselors, job developers and voc. ed. support staff to guide

and direct ESL/VESL students to resources available to successfully transition into the workforce

- 3) Integrate more soft skills in preparing for workforce readiness
- 4) For the purpose of articulation, agencies will identify and align the skills, knowledge, and competencies that a student must possess in each level of ESL, VESL, and citizenship to transition to the workforce.
- 5) Utilize common language to facilitate alignment of ESL and VESL courses
- 6) Investigate partnerships with existing businesses to provide opportunities for ESL and VESL at the work site for active employees

Transition #2: ESL, VESL, and Citizenship to ABE/ASE

- 1) For the purpose of articulation, agencies will identify and align the skills, knowledge, and competencies that a student must possess in each level of ESL, VESL, and Citizenship to transition to ABE/ASE
- 2) Utilize common language to facilitate alignment of ESL courses
- 3) Provide professional development for Common Core Adult Education ELD Standards
- 4) Establish a comprehensive "one stop" transitional center for ESL students

Transition #3: ESL, VESL, and Citizenship to CTE

- 1) For the purpose of articulation, agencies will identify and align the skills, knowledge, and competencies that a student must possess in each level of ESL, VESL, and Citizenship to transition to CTE
- 2) Identify existing VESL classes and develop a flowchart of CTE pathways in our region
- 3) Determine and increase VESL classes and technology based on job market forecast/demand in our region
- 4) Utilize common language to facilitate alignment of ESL courses

Transition #4: ESL, VESL, and Citizenship to the Community College

- 1) Develop a flowchart focusing on step by step process to help

students transition into credit community college classes

- 2) Utilize a universal tracking system to provide evidence of courses taken and student progress
- 3) For the purpose of articulation, agencies will identify and align the skills, knowledge, and competencies that a student must possess in each level of ESL, VESL, and Citizenship to transition to the Community College
- 4) Utilize common language to facilitate alignment of ESL courses
- 5) Establish a comprehensive "one stop" transitional center for ESL students
- 6) Adopt Victor Valley Community College's Student Education Plan form at all agencies.

*** Awards of High School Diplomas

Pilot Program – Effective Spring 2015

Transition Counselor Placement to Facilitate Seamless Transitions

The Consortium has agreed to put in place a VVC Transition Counselor to provide services at each of the five district locations. The Transition Counselor (TC) will assist ABE, AWD, ESL, CTE, and other adult students in facilitating an educational plan and assessment through K16 Bridge. (During both the planning, pilots, transition and implementation year, the Project Manager will ensure the project, programs, activities of AB86 are carried out).

The Challenge

The challenge is transitions, as they are, may be difficult for students to navigate. The reasons for this challenge is that the workforce can be daunting of a task to fulfill since many adult learners are not familiar with the process and policies of the different agencies and/or programs. As a result, some adult students do not attempt to navigate the systems because it is outside of their comfort zone.

The Solution

The Consortium members agree that the creation of a position similar to the high school/college counselor is necessary in order 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. The Transition Counselor will schedule regular visits on the adult

school campus to conduct workshops such as steps to enrollment, financial aid, and introduction to the college culture. The Transitional Counselor shall assist in developing other non-cognitive skills such as balancing work and school, resume workshops with critiques, mock interview sessions, and CTE pathways. The Transitional Counselor will provide an introduction course on how to utilize K16 Bridge to assist with their education completion. The Transitional Counselor will invite college staff and faculty to discuss programs and transfer options to adult school students annually.

In addition, the Transitional Counselor shall schedule College Placement Tests onsite at least quarterly. The TC shall provide comfort to students who may be anxious about attending college or taking a placement test. The TC will provide each student a sense of familiarity prior to taking the test or entering the Victor Valley Community College campus.

Each semester, Victor Valley Region Adult Students are invited to attend a special information meeting facilitated by VVC. The group of students will be given a tour of the college and attend a panel discussion held by second year adult students attending VVC. 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.

The Data

Consortium members will assess the progress toward achieving this strategy by tracking workshop participation. Ultimately, the Consortium will track the number of students successfully transitioned to Community College under each articulation agreement.

Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants.

Strategy/Approach to be Employed	Resources Needed	Estimate of Cost	Responsible Parties (specific school districts and/or community colleges)	Methods of Assessment	Timeline
Seamless transitions and implementation of soft skills training	Faculty, Facilities	5 CTE faculty x 20hrs x 100 ea.= \$100,000	VVC Project Manager, CTE consortia member	Develop soft skills modules. Pilot soft skills training module. Pre & Post testing outcomes.	Develop Timeline by August 2015 Offer in 2016-2017 Year 2
Comprehensive career awareness workshops	Faculty, Facilities,		VVC Project Manager	Attendance records.	Fall 2015 Spring 2016
Counseling and evaluating employer needs and requirements	Faculty, Facilities	\$133,200; 36 hours of staff time.	VVC Project Manager w/ VVC counselor	Employment Surveys.	Spring 2015 and Fall 2016
Counseling programs	Career Counselors		VVC Counselor Pilot Program	Surveys and enrollment data	Immediate
Integrate K-16 initiative Develop and outline universal tracking system	Software, IT support, Administrators, Faculty training 1 classified staff, staff training, and software	\$200,000 \$4,000 x member x 5 members = \$20,000	VVC Project manager, office of research and VVRC as well as The Lewis Center	Redesign curriculum for 1 CTE area Pilot course offering and Pre & Post Test and learning outcomes	Develop Timeline by August 2015
Develop classes in alignment with common core standards	Faculty, Facilities		VVC and Consortia Teachers		Spring 2016
Implement refresher courses	Faculty, Facilities		K-12 Adult Schools	Benchmark and final exam	Plan Spring 2015

						2016-2017 Year 2
*CTE to ESL, VESL, and Citizenship	Institute contextualized curriculum	Faculty, Facilities	20 Faculty planning for 35 hours -- \$35,000. 40 faculty in 8 hours of Professional Development -- \$16,000. Supplies -- \$5,000 Total -- \$56,000.	K-12 Adult Schools	Curriculum Guides	Plan Spring 2015 -Offer in 2016-2017 Year 2
CTE to ESL, VESL, and Citizenship	Develop multilingual students based on community need	Assessment tools, Faculty		K12 Schools and VVC Faculty; Project manager to facilitate process		2016-2017
CTE to ESL, VESL, and Citizenship	Contextualized computer-assisted language application	IT staff, Faculty, Software		K-12 Adult Schools, VVC Project Manager and Lewis Center(K16 Bridge)		2016-2017
CTE to Community College	Examine common core implications	Administrators , Faculty		K-12 Adult Schools		Spring 2016
*CTE to Community College	Credit by exam	Faculty	20 faculty planning/evaluating year 1 at 16 hours \$16,000. Supplies - - \$2,000; Total -- \$18,000	VVC faculty and K-12 teachers		Year 1 Time to develop 10 Career Paths and Exam Prep courses
CTE to Community College	Stackable certificates, articulation agreements	Faculty		Project manager to facilitate; VVC faculty and K-12 teachers		
CTE to Community College	Prepare students for a CTE Career Pathway offer CTE Fair/open house	Faculty, classified staff, refreshments, supplies	2 CTE Faculty x 10 Hrs.: \$65 per hour per faculty; \$1000 supplies	Project Manager, VVC Transitional Counselor, and faculty and K-12 teachers	Develop identified pathways. Survey students	Year 1
CTE to Community College	Initiate a CTE Faculty Consortium Committee	Faculty		Project manager to facilitate; VVC faculty and K-12 teachers		
CTE to	Priority enrollment for	Administrators		VVC PM (check with		2016-2017

workforce	5 Campuses			state chancellor's office)		
*Adult School or noncredit ABE/ASE to workforce	Use local job market data for high school graduates to determine what skills are in demand	EDD/WIB staff, Counselors	17 faculty at 6 hours planning;	ABE/ASE committees and Work Force Development K-12 Adult Education Schools	Chart of data on website that is updated regularly.	October 2015: 1 teacher, 3 para-educators, a lab and online program. Fall 2016
*Adult School or noncredit ABE/ASE to CTE	Design a roadmap that shows sequence and requirements needed	Counselors, Administrators	8 Faculty meeting for 6 hours to plan - \$2,400; design and print -- \$10,000; Total -- \$12,400	VVC Project, Coordinator/RAMP UP, Admin. VVRC members	Student feedback on roadmap/brochure.	
Adult School or noncredit ABE/ASE to CTE	Contextualize concepts from key CTE programs in ABE/ASE course content	Faculty		VVC faculty and K-12 teachers		Spring 2016
Adult School or noncredit ABE/ASE to CTE	Create career interest transition groups at each campus	Counselors, administrators		VVC Project Manager and VVC Voc. Ed., & K-12		September 2015
Adult School or noncredit ABE/ASE to CTE	Develop & expand contextualized VESL	Faculty, Administrators		K-12 Staff and VVC Faculty		Spring 2016
ESL, VESL, and Citizenship to the Workforce	Common performance assessment to determine student workforce readiness	Faculty		K12 staff and VVC Project Manager, faculty and administration		Fall 2016
*ESL, VESL, and Citizenship to the Workforce	Train support staff to direct ESL/VESL students to resources available	Faculty, Administrators	19 faculty at 4 hours,	K-12 Staff and VVC Faculty	Agendas and minutes of meetings Student Surveys	Fall 2015
ESL, VESL, and Citizenship to the Workforce	Integrate more soft skills	Faculty, Administrators	See transition 1	K-12 Staff and VVC Faculty	Adopt soft skill module and Pre and Post and Test	Spring 2016

					students	
ESL, VESL, and Citizenship to the Workforce	Agencies will identify and align the skills, knowledge, and	Administrators		VVRC facilitated by Project Manager		Fall 2015

Objective IV: Plan-to-Date to Address the Gaps Identified Pursuant To Objectives (1) and (2)

Description of how the consortium intends to respond to the gaps identified in the region.

Overview

During fall 2014, VVRC has gathered input from key stakeholders and integrating their feedback into their decision making process to increase opportunities for adult learners within the region to meet their educational goals. To determine preliminary needs and gaps in the region's adult education system, VVRC collected and synthesized feedback from meetings and activities conducted with key faculty and administrators. Some preliminary gaps identified include (as identified in Objective 2):

- ❖ Loss of adult education programs in Victor Valley, especially in Lucerne Valley Unified School District.
- ❖ Need for program implementation in Snowline Joint Unified School District
- ❖ Work preparation and life skills course offerings for adults with disabilities
- ❖ Student support services and pre-apprenticeship programs leading to apprenticeships
- ❖ Develop of apprenticeship programs and partners in the region.
- ❖ Transition services, including counseling (e.g., aptitude/interest/career pathway), systems (k-16 bridge program), tracking, IT and MIS systems
- ❖ Alignment of course offerings and infrastructure to support student transfer between programs/locations
- ❖ Additional courses needed to meet current and future demand in healthcare, IT, and green job technologies for CTE, as well as manufacturing
- ❖ Processes to ensure curricula and course offerings are adaptable to the needs of the community and labor market
- ❖ Develop additional non-credit CTE courses in the region.
- ❖ 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

- ❖ Career planning work preparation and life skills course offerings for adults with disabilities
- ❖ Service options for apprenticeships
- ❖ Processes to ensure curricula and course offerings are adaptable to the needs of the community and labor market

Identifying and Addressing General Service Gaps

During the consortium meetings many gaps and weaknesses were identified. The gaps included a lack of cohesive services. Although the Desert Region has shown to have various partnerships engaged in adult education, there are no real services for the poor or extremely poor due to funding difficulties. The services provided charge fees and although some fees are minor, it is difficult for people living in poverty to pay. Thereby, funding is a serious issue in the region.

In order to address this gap, two major areas must be addressed. First, a cohesive plan to identify and align services must begin. Monthly VVRC will address issues related to adult education. This is where more gaps and weaknesses should be identified and addressed. This meeting will also give the consortia the ability to identify all the service agencies in the area and encourage collaboration in order to obtain funding. Second, the consortia can seek funding opportunities as a whole and advocate for further educational dollars from the state and federal governments.

Identifying and Addressing Student Needs

The next gap or area of weakness is the retention rate of students participating in any of the basic skill/GED preparation program. Majority of the students, for one reason or another, do not have the tenacity to see the program through to the finish. According to the basic skills department at Victor Valley College, this makes the passing rate slightly below 40 percent.

To better assist this population of adult students, a focus group or another type of survey should be administered to assist in gathering vital information. It is common for this population to have many barriers to obtaining education. First is language. Much of the population cannot speak English fluently or well enough to understand what is being taught. More English Second Languages (ESL) classes should be offered in the lower income areas of the region. In addition to more ESL classes, students will receive a self-

taught tutorial of the language through the utilization of tablets installed with Rosetta Stone software.

Second, childcare has a bearing on the ability of many single parents to be able to attend classes. The third barrier to adult education is transportation. Many adult students do not have a viable means of transportation to get to and from class.

These particular issues can be resolved in a few different methods. Distance learning is becoming more popular. Distance learning can be from the comfort of a person's own home or established in a local venue walking distance from one's house. Adult students who do not have a personal computer with Internet and a camera can go to a local nonprofit partner agency or local library to log on to the virtual learning platform instead of transporting to the actual school site. This would be ideal for students in rural and low-income areas.

Third, students that do not complete the basic education and GED programs often are not compelled to do so because they do not understand how to navigate the educational system. It is important that students have access to a counselor to help guide them through the process. This creates accountability and encourages tenacity. This gap can be addressed by web-based counseling services that are based in the similar concept of a virtual classroom. Students can access their counselor through a free online service called Smart-Degree. Students will be given access through any one of the partner agency centers. Computer stations in these centers will be reserved for adult education students.

Fourth is the creation of shorter course terms. Students who tend to have difficulty attending class due to financial and physical restraints can benefit from shorter courses. Shorter courses, although longer class times, can assist students that are having difficulties related to transportation and childcare. The reason is there are fewer times that students will need these services.

The fifth identified reason for student retention is the lack of services provided to students with learning disabilities. Many students have yet to be diagnosed with a learning disability; thereby, making it difficult to arrange the appropriate services to assist in their education. The inability to identify the need for this service is a huge weakness in and of itself. Perhaps, in the upcoming months more ideas will formulate on how to resolve this issue.

Data Tracking

A system that tracks data is vital for many different aspects. As it stands, there is a gap in this service in regards to adult education. The plan is to incorporate K16 Bridge Program, powered by The Lewis Center for Educational Research. The K16 Bridge

program will allow students to access their online My Mentor portal, which will provide an array of services that the student will be able to take advantage of in order to further their education. K16 Bridge will not only serve as a vital tool for students, it will also assist in tracking vital data in one location. There is a strong need to include data imports from the Consortia and its partners into the K16 Bridge program. This will be an excellent way to manage all the student data from the Consortia in one convenient, easy to operate, web-based data collection portal.

Publicity

A program is only as strong as its ability to gather participants. One gap identified is that people are not aware of the services in place and the ability these services can impact their lives positively. The consortia will utilize different methods to reach potential students through public service announcements (PSA). This will be done through newspapers, radio stations, and working with other community agencies.

Next Steps

Some areas targeted for further investigation include:

All Programs:

- ❖ Research and assess strategies to streamline curriculum and minimize duplication of course offerings across VVRC regional adult schools and community colleges
- ❖ Explore opportunities to leverage existing services, facilities, programs, and other resources among consortium members and partners
- ❖ Examine possibilities to develop or expand economies of scale with existing facilities, equipment, staffing, other resources across the VVRC region
- ❖ Assess current offerings and develop strategies to create more seamless transitions for adult learners to move from adult school to community colleges and beyond
- ❖ Examine strategies for how best to utilize technology, delivery and management systems to enhance and support the regional plan;
- ❖ Opening two satellite centers in Lucerne Valley and Phelan to assist with the LVUSD and SJUSD needs for adult education.

Adult Basic Education (ABE)

Victor Valley Community College

The students need to be assessed for their academic skills and for their professional plans. Students placing at level addressed by the Basic Skills Program could come to

VVC if their plans are to complete a college degree or a vocational program offered by VVC. Student who have not completed their high school diplomas and want to complete them or receive a GED should be directed to the Adult Schools where instructional services are provided more effectively and at many more locations.

An effective way to identify both the academic skills and the professional goals would be through the Bridge Program that currently acts as a conduit between many local high schools and VVC.

Adults With Disabilities:

- ❖ Ensure that all technology is accessible for students with disabilities and supports varying learning styles.
- ❖ Examine strategies for collaboration with Special Education and Victor Valley Community College DSPS. Assess current adults with disabilities transition to work needs and design course offerings for career preparation and training. Concurrent with this aspect of research, the 4.1 worksheet will be utilized as an organizing tool for insights into solutions. Discussions have ongoing among the Consortium members to identify some needs and gaps and how to address them. Strategies, methods of assessment, timelines, and costs will evolve from further research and data collection with key stakeholders in early fall.

Apprenticeship Programs

The consortium along with VVC academic senate may develop plan is to research Union Apprenticeship programs. This is a long-term plan.

- ❖ Find partners that are already delivering this service in the region.
- ❖ Develop a three-year plan to address this need at the College level.

CTE Programs

- ❖ Find partners that are already delivering this service in the region.
- ❖ Develop a three-year plan to address this need at both the College and District level.

.1: Implementation Strategies to Address Identified Gaps

Strategies to Address the Gap	Resources needed	Estimate of the Cost	Responsible Parties (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Reintroduce ESL instruction through offering courses in various school district sites in Victor Valley (4 sites, 12 courses, 3 ESL levels)	Faculty, Facilities, Administrators	(Year One)	VVC and VVRC	Pre and Post test students in all courses. Report on enrollment numbers, retention and success rates	Fall 2016
Assess current adults with disabilities transition to work needs and design course offerings for career preparation and training	Faculty, Facilities, DSPS staff, Administrators Possible Pilot Program	Admin and Faculty time	VVC coordinated by Project Manager and DSPS Director	Hold meeting series with educators and partners and develop activities	November 2015
Collaboration with Special Education and Victor Valley College DSPS	DSPS staff, Administrators		VVC coordinated by Project Manager and DSPS Director		September 2015
Technology is accessible for students with disabilities and supports varying learning styles	Faculty, Facilities, Equipment		VVC coordinated by Project Manager and DSPS Director and K12 teaching staff	Provide standards to members and adopt regional policies	Spring 2016
Leverage existing services, facilities, programs, and other resources	Administrators		VVC Project Coordinator, CTE committee (AB86)		Spring 2016

Transition services, including counseling, systems (k-16 bridge program), tracking, IT and MIS systems	Utilize technology, delivery and management systems to enhance and support the regional plan	IT staff, Software system, VVC Counselor	Refer to Adult Ed ideal budget table Project manager salary; no additional cost	VVC coordinated by Project Manager and VVRC		Immediately Pilot Program
Transition services, including counseling, systems (k-16 bridge program), tracking, IT and MIS systems	Create more seamless transitions from adult school to community colleges and beyond	Administrators, Counselors	Refer to Adult Ed ideal budget	VVC coordinated by Project Manager and VVRC, the Lewis Center for educational research		2015-2016
Alignment of course offerings and to support student transfer between programs/locations	Streamline curriculum and minimize duplication of course. Align ESL classes with CASAS	Faculty, Administrators	Refer to Adult Ed ideal budget	K16 Staff	Chart listing course titles and corresponding CASAS test scores.	Year 1
Programs in healthcare, IT, and green job technologies	Develop or expand economies of scale with existing facilities, equipment, staffing, other resources	Administrators	Administrator salary.	VVRC and local workforce development agencies		Year 3
Processes to ensure curricula and course offerings are adaptable to the needs of the community and labor market	Develop or expand economies of scale with existing facilities, equipment, staffing, other resources	Administrators	Administrator salary.			

Region wide awareness of Programs	Develop staff and faculty orientations Create website and shared marketing materials	Administrators, Faculty, Staff, IT Staff, Software and Hardware	Refer to Adult Ed ideal budget	VVC IT coordinated by Project Manager, and VVRC IT	Survey staff and faculty. Publish meeting material and website	Marketing Year 1 and 2
Research data - inventory of who are students by program background, objective, profile, and goals	Develop data student reports by program	Administrators, IT Staff, Research Staff	Staff time	VVC IT coordinated by Project Manager, and VVRC IT	Publish data report and distribute to region members	1 IT, software, 20 weekly TOSA hours Year 1
Low level literacy programs to meet the need and industry demand	Expand basic literacy programs Contextualize basic literacy programs in healthcare	Administrators, Faculty, Industry	Add 8 sections at Victor Valley College. Faculty and materials	VVC faculty and administrators coordinated by Project Manager, and VVRC	Student data: attendance, assessments, test scores.	September 2015 10 classes
Lack of student retention and successful transition beyond one or two courses at the college	Offer noncredit or credit counseling class to support student transition and success in first year of college	Administrators, Faculty	Add 1 counselor. Support course to each member – Pilot/strategy	VVC coordinated by Project Manager, Transition Counselor, VVRC	Pre and Post Test each student cohort Track student transition to credit college	Fall 2015 to Fall 2016
Lack of understanding of Adult education services provide by various agencies in the vast region	Data Collection and Partner Identification to create database of Adult Ed services and resources- also a “One Stop” regional adult ed. website	Local WIB and employment centers Webpage development	Data research person VVC webmaster or contracted service	VVC project manager to coordinate roundtable discussion and develop Pilot to place information on AB86 website	Tracking services offered and enrollment information Webpage user data	2015-2016

Table: 4.2 Adult Education Ideal Program

Adult Education Start-up and Seamless Alignment Program Budget				
Description: <i>First year costs only to use towards set-up/start-up costs at all District and College locations.</i>				
Victor Valley Adult Education Start-up Cost Projections				
Item	Projected Cost	Quantity	Total	Description
Staff Computers	\$1,000	80	\$80,000	Staff laptop computers for admin, teachers, and support staff. (16) computers (5) locations
Printers	\$400	40	\$16,000	(1) Printer shared by (2) staff computers
Laptop Cart	\$1,465	10	\$14,650	Carts to hold student laptops. (2) carts per (5) locations
Student laptops for classroom use	\$648	180	\$116,640	Student laptops for classroom learning. (30) Computers per (6) locations
Classroom projector	\$600	8	\$4,800	Classroom projector for each adult learning classroom
Promotional/Advertising Expenses	\$2,500	6	\$15,000	Misc. promotional/advertising for each District (5) and College (1)
Adult Testing Costs	\$12	3000	\$36,000	Pre, Mid, and Post CASAS testing costs
Support Software Licenses	\$200	200	\$40,000	Per computer for support software for students such as Rosetta Stone (200) computers
Community Computers	\$925	20	\$18,500	All-in-one computers placed in community for daytime student access. Kiosks are in various accessible areas throughout the Victor Valley. Including libraries, nonprofits, churches, etc.
Regional Curriculum review and alignment work	\$5,000	7	\$35,000	Teacher stipends for regional curricular collaboration and planning work
Faculty/Teacher Time	\$85,800	6	\$514,800	First year full-time with fringe benefits allotted for faculty/teacher to develop and plan pathways
Textbooks	\$600	3000	\$1,800,000	\$600 for curriculum, including textbooks, per student
K-16 Bridge Adult Education Programming	\$35,000	1	\$35,000	Data collection, assessment tool, and My Mentor student access
Faculty/Teacher Curriculum Alignment	\$40,000	6	\$240,000	Faculty stipends: \$5000 for (8) faculty at (6) locations
Sub-item Totals			\$2,966,390	
Indirect			\$172051	Indirect Cost of 5.8%

Operational Budget Estimate Total	\$3,138,441		
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Objective V: Plan-to-Date to Employ Approaches Proven to Accelerate Student Progress

Plans to expedite and improve student achievement

***Educational Approaches to Maximize Student Progress

The consortium will review and 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 offering 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 Pathway Trust grants to maximize program completion for adult learners. The consortium may also assess accelerated and/or compressed classes. In accelerated classes, students who would normally take two semesters to complete pathway courses are able to move through two classes in one semester if they receive passing grades in their coursework.

National research shows that accelerated classes allow students to meet learning outcomes in a shorter amount of time, decreasing “stopping out points” and increasing student retention and success. In compressed format classes, students may move from lower-level classes to higher level ones more quickly by taking two semesters worth of work in one semester.

These approaches may be applied differently depending on the program area (elementary and secondary basic skills, ESL classes, Adults With Disabilities, short-term CTE and apprenticeships).

K16 Bridge Program

By utilizing the K16 Bridge program, students and educational departments can access relative and vital information needed to make informed decisions while keeping the student on track for 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.

College Coherence

Currently, each community college offers an array of basic skill educational training. There are two community colleges in the Desert Region and there are 72 community colleges in California that offer the same basic skills educational courses. The problem lies is that none of the course numbering is alike. A student attending Barstow Community College may need to transfer to Victor Valley College and may find it difficult to identify which class she may need to take next due to the incongruent course numbers. Many students transfer between community colleges in order to find an available class or because they relocated. If this small problem could be resolved, then the transition to different colleges will be seamless.

Victor Valley Community College – DSPS

DSPS plans to employ approaches proven to accelerate a student's progress academic or career goals by The will continue to utilize 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. Over the past decade the DSPS department has undergone tremendous staffing shifts. Although the two fulltime and one part staff with the support of a fulltime counselor have diligently worked tirelessly to support students it continues to be difficult with the volume of students. Previous reviews by DSPS examined possible issues of misunderstandings the students have about the process for receiving their appropriate academic accommodations, as wells as the time involved in waiting for documentation, eligibility determination, and accommodation services. DSPS will look implement accommodations orientations in Spring of 2015, study strategies workshops, and tutoring for Developmental Studies courses. Additionally DSPS will continue in the student success initiatives by developing special class curriculum for non-credit and credit programs. Title V (Sections 56000-56076).

Victor Valley Community College - ABE

The 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 Department and English Department have made courses from the Basic Skills Program into prerequisites for their lower-level courses. Currently, BSKL 9 is a prerequisite for Math 10 and BSKL 3 is a prerequisite for English 6. These prerequisites had not existed prior to 2014 and resulted in many students attempting and failing courses that were above their abilities.

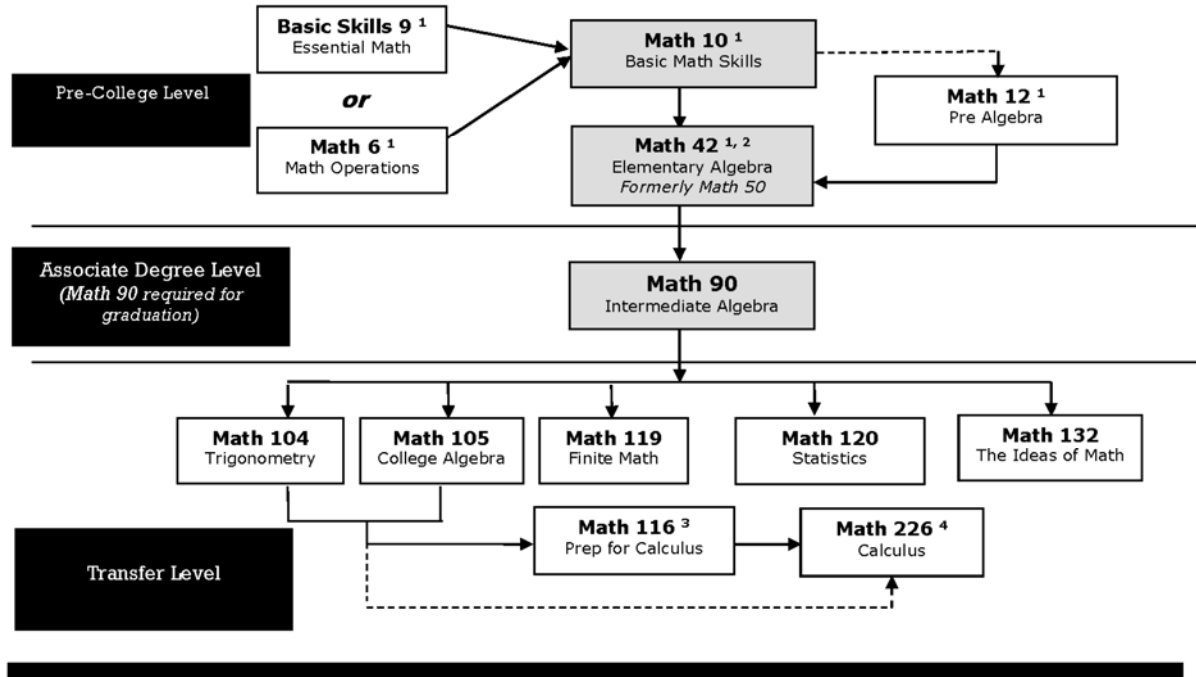
VVC is using BSI funding to hire a part-time counselor who reaches out to Basic Skills Program and ESL students and provides them with an orientation and an opportunity to learn about academic and professional options.

Table 7 VVC Math English Sequences

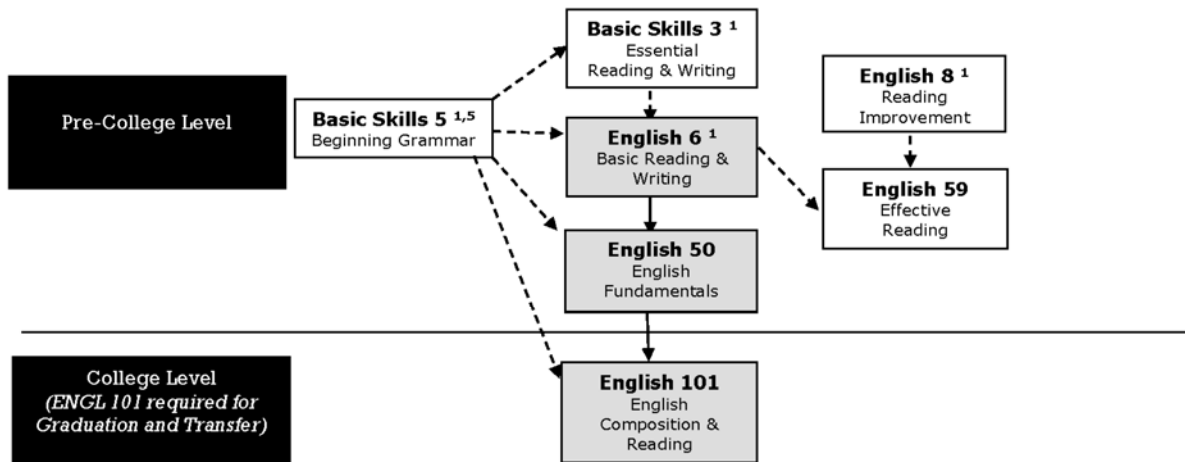
MATH AND ENGLISH COURSE SEQUENCES

Start at your assessment placement level and move through the courses as needed for your particular objective.

MATH COURSE SEQUENCE



ENGLISH AND READING COURSE SEQUENCE



¹Courses numbered lower than 50 do not count toward the Associate Degree.

²Prerequisite for Math 42 is Math 10 with a "B" or higher, or Math 12 with a "C".

³May be taken concurrently with Math 104 or 105.

⁴May be taken without Math 116 if you earned at least a "B" in both Math 104 and 105.

⁵Basic Skills 5 may be taken alone or with any English course.

Solid lines indicate prerequisites; dashed lines show possible sequences (see footnotes)

Table 5.1

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 Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Shared Data Systems/Common Assessment	Review of available data systems/common assessment; Staff Training; Trial period/Time window to explore and try-out shared data systems/common assessment; consensus from ALL Consortium Partners in selection of Shared Data Systems/Common Assessment	Funding; One-Stop Stations/Centers; Kiosks; computers; Partnerships with non-profits and businesses (Churches, Community Centers, Libraries, Malls, WalMart)	Refer to table 4.2	VVC and K12-Adult Schools: VVRC members	Log-in times; Online Surveys in multiple languages;	Quarterly
K16 Bridge Adult Education Virtual/Online SMART Degree; Online Counseling services in multiple languages. Resource Center at VVC campus	Staff Training; Availability of access/training in multiple languages and various locations throughout Consortium area for Adult Ed Students. Staff to operate if funding allows for “One Stop Center” headquarters at VVC Community Employment Resources Adequate Facility to host workshops: Determine “One stop Center Locations”	Funding; One-Stop Stations/Centers; Kiosks; computers; Partnerships with non-profits and businesses (Churches, Community Centers, Libraries, Malls)	Refer to table 4.2	VVC and VVRC	Data tracking for computer usage to enrollment	Fall 2016
IN PROGRESS	Use and update the AB86 Adult Education VVRC Regional Planning Consortium WEBSITE: http://www.vvc.edu/academic_programs/hal/ab86-adult-ed-regional-consortia/		Project manager salary	VVC	Track webpage “hits”	On-going
Tutoring services for Adult Ed students	Pilot: Hire and train VVC tutors according to the needs identified by Adult Education Consortia members	Tutor Training, access to computer/lab/supplies	\$2700	VVC project manager		Fall 2015-Spring 2016

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 Member (Specific school district(s) or college(s))	Methods of Assessment	Timeline
Curriculum Development- Pilot ESL/Basic Skills	Curriculum alignment of ESL and Basic Skills Courses	ESL, Basic Skills and k12 teaching staff		VVC project manager		Fall 2015
Offer re-test opportunities to increase accurate course placement	Implement refresher courses to prepare students prior to assessment testing	Staff, Facilities	Add Assessment Preparation Programs at regional. 40 hours x 5 class x 100 = \$20,000	VVC Project manager and transitional counselor Adult Ed. administrators	Track and retake assessment scores for student and measure success and increase	Year 1
Implement region wide Counseling form	Implement Victor Valley College's Student Education Plan form at all Adult Education centers. Via K16 or VVC counselor.	Faculty, Facilities		All Members		Year 1
Enhanced contextualized learning to link basic skills to career and educational goals	Create and revamp existing courses to imbed career and educational skill sets	Faculty, Facilities		VVRC Adult Schools		Year 1

Objective VI: Plan-to-Date to Collaborate in Ongoing Professional Development

Consortium priorities for developing an effective professional development system

Priority Areas within VVCR for Collaborative Professional Development

Need to match table activities with narrative below:

VVCDRCP considers the following as priority areas for professional development in adult education:

- ❖ Provide professional development for Common Core Adult Education ELD Standards (as outlined in Objective III).
- ❖ Practices in basic and secondary skills that build college readiness skills
- ❖ Team building, critical thinking, problem solving, study skills, soft skills, career assessment
- ❖ Technology use and integration to enhance and expand technology in instruction
- ❖ New models and instructional strategies for contextualized and/or accelerated teaching /learning
- ❖ Skills building intercultural competence

Consortium members will continue to use existing professional development venues that are common to all members, such as California Adult Literacy Professional Development and Outreach and Teaching Assistance Network

Monthly Consortia Meetings

The meetings shall be a place where information is shared regarding adult education. Speakers will be invited to share their knowledge and/or programs with the consortium. The consortium members will be informed of the nuances in adult education initiatives, while sharing their own expertise. The consortia will become a network of league professionals aiming to better adult education in the region.

K16 Bridge Program

Staff and faculty involved in the adult education should be trained in the operation of the K16 Bridge Program. Staff and faculty members must be aware of how the program operates, what it offers to students and faculty, and how it collects data.

Cultural Competency Trainings

It is important to be conscientious of multiple cultures to best be able to serve numerous people.

Faculty Curriculum Trainings

Hesperia Unified School District (HUSD)

Hesperia Unified develops and supports qualified instructors as outlined in Hesperia Unified's Educational Services Action Plan 2013-2017 "Preparing Today's Students for Tomorrow World." This comprehensive plan includes ongoing staff development to support teachers in meeting the goals of Priority 21, Common Core, Professional Learning Communities, Assessments, Accountability, Technology, College and Career Readiness.

Hesperia Unified School District's Educational Services Division developed a districtwide action plan for 2013-2017 staff development to include administrative, instructional and clerical staff. http://hesperia.org/docs/TechPlan_2012-15.pdf

In addition to training specific to each department the plan boasts a technology training component to improve the delivery of instruction. The multi-year action plan includes detailed outlines for supporting instructors in incorporating newly learned strategies into instructional delivery. Hesperia Adult School will utilize these professional development offerings that are research and evidenced based to lead effective program outcomes. Professional development should always address identified gaps in student and staff achievement.

As teachers implement 21st century learning HUSD will provide on-site coaching support in instruction practices. Coaches will collaboratively assist teachers in their learning. Coaches become proactive with both teachers and students by modeling, co-teaching, reflecting and providing real time assistance. Coaches working with Career & Adult Education teachers meet the varying needs of each program. This coaching model provides support in developing comprehensive units of study, classroom observations, demonstrations, and promotes opportunities for integrating real world practices, projects and multimedia technologies into lessons. To further assist in the implementation of the new state standards, the curriculum articulation team (CART) was established to create a deeper understanding of the necessary components to build a successful conversion to 21 century skills. CART training include Common Core and PLC's, Units of Study,

Assessments, Smarter Based Assessments, Subject Literacy. Ongoing professional development opportunities are included at <https://sites.google.com/a/hesperiausd.org/husd-professional-development---croft/?pli=1>

In addition, Hesperia Unified will be providing an annual technology workshop to all staff titled "Plugged In--Empowering Today's Student, Tomorrow's World" to meet professional development needs for implementing new state standards. The intent of the workshop is to provide teachers of the high desert with real time, effective strategies for CCSS implementation. Additional technology training will be provided during the year to instructors and staff in support of the use of CASAS, TopsPro, ASAP and CALPRO. The end result will be a more effective use of district resources to serve all students in reaching higher levels of achievement.

Snowline Joint Unified School District (SJUSD)

Snowline Joint Unified School District has a professional development plan as part of defined district goals. This plan includes instructional coaching support for all teachers and professional development around good first instruction and an emphasis on deep levels of learning. All staff within SJUSD currently engaged in adult educational services is a part of this plan and are engaged in professional growth. That being said, there is currently minimal faculty/staff associated with the English Language Learners (ELL) adult offerings within the district. An effective, adult-specific professional development plan would require involving those working within the Latino Literacy program at Vista Verde as well as EL coaches around the district who communicate with and monitor adults using the Rosetta Stone software. These individuals could speak to what support efforts are working well within our district and where growth efforts would best be aimed. Building upon the efforts of these individuals will inform a professional development plan to support EL adult students.

Regarding CTE, all of the teachers who teach ROP courses open to adults through the partnership with San Bernardino County ROP are also secondary teachers and have access to professional development provided in their usual 9-12 settings.

An overall professional development plan for adult education in SJUSD would be created to support any expansion of adult education in our district. This plan would be informed by the struggles and successes of current efforts within the district as well as the work done by other districts in the region. Additionally, adult education standards such as the California Model Program Standards for Adult Basic Education could help guide this plan. Furthermore, the ten Snowline Instructional Coaches could be utilized in conjunction with adult education growth efforts in order to develop a reflective program designed around best practices. This effort towards best practices would also be informed by similar efforts by consortium partners in the region.

Victor Valley Union High School District (VVUHSD)

Victor Valley Union High School District has developed an action plan for professional development for the district. The action plan is written into the Local Control Funding Formula Plan and the Title III plan. The comprehensive plan provides for ongoing staff development for certificated and classified staff. The district has a professional development calendar on its web site for interested parties and also provides links for webinars for training purposes.

The plan is updated each year or sooner if needed to ensure the staff is fully supported. The plan also encompasses a technology plan for the district to ensure that we are constantly updating and staying current with industry trends and standards. The plan allows for the adult education staff to be included in all professional development offered through the district.

Victor Valley Community College

Victor Valley Community College Flex Day

In-Service/FLEX Day hosted by Victor Valley College provides various professional development workshops in the areas of Instructional Skills Basics, Student Learning Outcomes and Assessment to Faculty/Staff.

Victor Valley Community College - DSPTS

DSPTS plans 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 include but are not limited to regional training, conferences, and webinars that specifically address adults with disabilities. VVC Human Resources Department verifies that instructors meet minimum qualifications. Official transcripts, verifications of experience and/or other related documents are collected to comply with requirements under California Code of Regulations, Title 5 Section on Minimum Qualifications. "In accordance with BP 7210 - Academic Employees and BP7120 - Recruitment and Selection, academic positions must meet minimum qualifications established by the Board of Governors for the California Community Colleges. AP 7120 - Recruitment and Hiring Procedures describes the hiring procedures for adjunct faculty. Full-time faculty members are hired following the Full-Time Faculty Hiring Procedures Agreement between the Faculty Senate and VVC. The DSPTS program has filled full-time director position and a full-time tenure track counselor. DSPTS remains understaffed to meet the demand of a labor and regulatory intensive operations. Sign Language interpreters, a full time office assistant, DSPTS Assistant/Interpreter 50%, secretary, and an instructional assistant in the adaptive technology lab will continue to be in demand as the program enrollments increase.

Table 6.1 Current Professional Development

Topic	Professional Development Strategy	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Cultural Competency/ Culturally Responsive Software	External Consultant to provide “Comprehensive Cultural/Disabilities Sensitivity Classroom Training” and implement a “Train-the-Trainers” Program to Faculty/Staff cohort; for cost savings, the Faculty/Staff cohort will then cross-train/provide the cultural/disabilities sensitivity training strategies to other Faculty/Staff having direct classroom/service contact with the Adult Education student population	Basic Skills, High School Diploma, Equivalency, ESL/Citizenship, Adults with Disabilities. Short Term Career Technical Education, Programs for Apprentices	\$20,000 for Primary External Consultant to provide “Comprehensive Cultural/Disabilities Sensitivity Classroom Training” and implement a “Train-the-Trainers” Program to Faculty/Staff cohort; \$5,000 Faculty/Staff stipend X 7 comprised of 2 Victor Valley College Faculty/Staff plus 5 Faculty/Staff from Consortium K12 School Districts = \$35,000; Total estimated cost is \$55,000
K16 Bridge	Program Training	Learning to navigate the K16 Bridge Website	
Instructional Coaching	Availability of instructional coaches to provide curricular and instructional feedback. These coaches are available to review and provide feedback on upcoming lesson plans, instructional practices, classroom management, etc. as well as provide support in ways such as co-teaching a lesson, pulling out certain students for targeted intervention, etc.	Instructional Quality	

Utilize existing common professional development activities	Identify and promote activities of interest with: CALPRO (California Adult Literacy Professional Development), ACCE (Association of Community and Continuing Education, OTAN (Outreach and Technical Assistance Network)	100 teachers to attend 25 hours of staff development	\$100,000 \$250,000*
IN PROGRESS		Basic Skills, High School Diploma, Equivalency, ESL/Citizenship, Adults with Disabilities. Short Term Career Technical Education, Programs for Apprentices	

Table 6.2 Collaborative Professional Development Plan

In the table below, address topics the consortium considers priorities for *collaborative* professional development. Include, at a minimum, topics to help achieve integration among consortium members and improvement of student outcomes. Table rows can be added.

Topic	Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency)	Program Area(s) Addressed	Estimated Cost to Implement Consortium-Wide
Common Core Adult Education ELD Standards	Workshop, Instructors from the region, once a year	All	
Basic and secondary skills that build college readiness skills	Workshop, ABE and ASE Instructors from the region, twice a year	ABE, ASE	(50 teachers/4 hours) \$20,000*
Team building, critical thinking, problem solving, study skills, soft skills, career assessment	Workshop, Instructors and student services personnel from the region, once a year	All	(50 teachers/4 hours) \$20,000*

Technology use and integration to enhance and expand technology in instruction	Workshop, Instructors from the region, once a year	All	
Understanding assessment tools used across the region	Formulation of taskforce and trainings regarding use of CASAS among each member – aligning scores, universal understanding of assessment, guiding principal for what student could expect, and tracking of last CASAS score test among regional members.	All	
New models and instructional strategies for contextualized and/or accelerated teaching/learning	Workshop, Instructors from the region, once a year.	All	
Skills building intercultural competence	Workshop, Instructors from the region, once a year	All	
Introduction to regional programs including detailed descriptions, pathway, skill set needed and developed, and any new, upcoming programs	Workshops highlighting member programs. Faculty or program administrators to conduct on rotating basis once a year	All	(50 teachers/3 hours) \$150,000*
Multiple	Monthly Consortium Meeting and workshops Basic Skills, High School Diploma, Equivalency, ESL/Citizenship, Adults with Disabilities. Short Term Career Technical Education, Programs for Apprentices	All	
Continued Integration among consortia members for successful advancement of viable career pathways for the regions citizens (high Need)	Career Pathways professional development Conference- Pilot Program/strategies to be implemented October 2015 to attend the National Career Pathways Conference or other Adult Education specific Professional Development Conference addressing Adult Education.	All	\$2100 x 6 Consortium members = \$12, 600

PD Seminar	Regional Professional Development Seminar Focus on Adult Education, hosted by one of participating districts, with topics such as best practices for teaching adult ed, how to link adult students to next level of educational pursuit.	Instructional and Program Quality	\$2000 x4=\$8000
Virtual Adult Ed PLC—4 hours comprehensive training. Counselor to facilitate and The Lewis Center.	Use My Mentor as online forum to share resources, lesson plans, etc. per subject for teachers to collaborate virtually.	Instructional and Program Quality	\$65 x 4= \$260 \$260 X 12 staff salary= \$3120 Facilitator fee:

Objective VII: Plan-to-Date to Leverage Existing Regional Structures

Overview of existing relationships with regional partners and a description of plans to improve services to adult learners

Identifying Resources

In order to best leverage resources, VVRC must identify the resources available to the public. In doing so, VVRC identified a multitude of resources that could be leveraged. Although, these resources have been identified. It is important to realize that many other resources may be available to the community that the consortia still does not know about. To better develop these resources, the consortia must continue to meet monthly and identify the resources. The consortia meetings should identify a Regional Coordinator that will be charged with the tasks of running the meeting and bringing community educational leaders together. The meetings will have guest speakers and focus on outcome attainment.

Overview of Existing Relationships

VVCDRCP will leverage the relationships and resources of its current relationships to ensure strong support across all five target program areas. These relationships include:

- ❖ The County of San Bernardino WIB, which outlines five main sectors (Professional & Business Services, Hospitality and Leisure, Health Care, Trade, Transportation and Utilities and Advanced Manufacturing)
- ❖ Chambers of Commerce
- ❖ Libraries
- ❖ County Office of Education
- ❖ Employer groups
- ❖ Literacy coalitions
- ❖ Economic development regions
- ❖ Calif. Employment Development Dept.

District Plans to Leverage Structures

The following districts are listed with supportive services and will begin to provide an array of Adult Education services free of cost to the student, if and when the monies are allotted.

Hesperia Unified School District (HUSD)

Qualified Staff at Hesperia Adult School:

As employees of Hesperia Unified School District, Hesperia Adult School program instructors, staff, counselors, and administrators meet or exceed the highest standards, possess necessary credentials and expertise to serve the target populations identified in AB86. Staff demonstrate knowledge and cultural sensitivity appropriate to our diverse student population and are evaluated on an annual basis.

Hesperia Unified requires that instructors possess the necessary authorizations to provide instruction to English learners, must meet NCLB requirements and are teaching inside of their credentialed areas. County and district conduct credentialing audits annually. There are 7 certificated staff that consist of 1 Coordinator of Career & Adult Education (full time, administrative credential, supervision and coordination credential, teaching credential, 20 years exp. in career and adult ed.) and 6 instructors (1 full time, 5 part time, all with Master's & Bachelor's degrees, highly qualified in assigned areas, 2 multiple subject credentials, 3 single subject with 2 or more authorized subjects, 2 Special Education qualified, 1 MA TESOL, 3 bilingual, 1 multilingual, all SDAIE/CELDT/CLAD/BCLAD certified and NCLB compliant). Selected to meet the specialized needs of adult learners. There are 5 classified staff members which comprise of 1 Adult School Secretary (full-time, 10+ years ed. exp., highly skilled in adult ed., data reporting, student transitions), 1 CTE/ROP School Secretary (full time, 10+ years ed. exp., highly qualified in career transitions), 1 Guidance & Counseling Assistant (full time, AA, 5+ years ed. exp.), and 1 Accountant (full time, 10+ years exp. with categorical and grant budgeting, accounting and compliance). A ROP funded Recruitment & Placement Specialist is available to provide employment workshops, college and career transitions and employment assistance.

Coordinated Career & Adult Education Resources:

The unique coordinated program structure of Hesperia Career & Adult Education (which includes both adult and career education program) contribute toward the programs capacity to manage and implement ongoing program improvement. Coordinator and staff of Career & Adult Education have successfully implemented and managed local, state and federal performance based programs which align with AB86 including Perkins,

WIA ETPL, WIA AEFLA Section 231, WorkAbility, Regional Occupational Program, and CalWorks for many years. Program enrollment, effectiveness, skill attainment, completion and placement rates are evaluated on a quarterly basis to ensure ongoing program improvement and compliance with funding requirements.

Plans to hire additional staff are based on continued program growth.

High Quality Programs:

Hesperia Adult School will continue to offer high quality adult education programs which support student progress toward academic and career goals while leveraging existing and new resources.

Partnerships:

As indicated, Hesperia Adult School cross coordinates with many support services in our local community and at our instructional sites. As a coordinated department within Hesperia Unified School District, Career & Adult Education with Hesperia Adult School under its umbrella has a unique advantage in providing opportunities for student advancement academically and in assisting students with the transition to postsecondary courses or career training. Resources and support services are shared within Career & Adult Education. Guidance and Counseling Assistants and a ROP Recruitment & Placement Specialist are available full time to serve as transitional service advisors and provide transition support. A ROP funded Recruitment & Placement Specialist is available to provide employment workshops, college and career transitions and employment assistance. Credentialed counselors are available districtwide to provide personal, academic and career support. Access to the regional One Stop Employment Resource Center is located less than 2 miles from our facility and is available by bus route from our campus. Childcare services are available to the public by Lemon Street Preschool housed on our partner campus (located on the front campus) of our facility. Hesperia ROP offers childcare at its Magic Carpet facility. Several private licensed daycares are located on the neighboring blocks. Public bus transportation is available with a bus stop at the front of the campus. Students (including adult education) receive discounted bus passes.

Accessibility:

As a public school district, Hesperia Unified School District and Hesperia Adult School provide accessibility to students with disabilities both learning and physical. Board adopted policies, practices and procedures ensure equal access to eligible participants in all programs and activities.

Victor Valley Community College

Victor Valley Community College - DSPS

The region is increasing in serving adults who are native Spanish speakers and as the desert grows this population will need to be included as well. DSPS plans to leverage existing regional structures, including, but not necessarily limited to, local workforce investment areas. To meet the need of a more accessible institution for adult students with disability DSPS will continue to have overlap by: ensuring the college catalog remains accessible with alternative programs for students with disabling conditions; ensuring that the library has the most updated alternate media and technology for students with disabilities; ensuring that DSPS maintains a repository of high and low tech solutions to accommodate students with disabling conditions; ensuring that student services and instructional divisions are aware of legal updates and needs for students with disabling conditions; It is important to note that DSPS is a fully integrated support system for the Consortium Regional Comprehensive Plan and finally ensuring that federal grant program and auxiliary services are in compliance with GPRA and GEPA as it pertains to students with disabling conditions (EDGAR, 2012).

**Table 7.1 Leverage of Existing Regional Structures from Partners
(expand table as necessary)**

Program area to be addressed (1-5)	Tasks/Activities Needed to Implement Support of the Program	Member Counterpart(s) *	Partner Contribution**	Timeline
<p>Skills, School, ma, valency, Citizenship, s with abilities. Term er nical ation, rams for entices</p>	<p>Use and update the AB86 Adult Education VVCD Regional Planning Consortium WEBSITE: http://www.vvc.edu/academic_programs/hal/ab86-adult-ed-regional-consortia/ for posting meetings, progress updates and resources available (in multiple languages) to Adult Education students.</p> <p>Identify locations throughout VVCD Region that will best accommodate access and mobility for Adult Education students using resources. Set-up Adult Education Resource Sub-Committee meetings to identify/discuss resource availability/sharing. Meet with businesses, non-profit agencies/churches to further discuss program needs.</p>	<p>Non-profit agencies/churches</p>	<p>Adult Education Region One-Stop Resources Centers: shared use of computers, internet connection, printers, paper, telephones, office space for meetings, presentations/workshops.</p>	
	<p>Availability of the teleconferencing classroom that will be installed through the Ramp Up Grant at local high schools and community colleges as a venue for distance learning.</p>	<p>Ramp Up Grant Consortium Members engaged in Adult Ed</p>	<p>Availability of teleconferencing classroom for distance learning opportunities.</p>	<p>May 2015</p>
	<p>Availability of computers for student use and any learning support services that could be offered after regular K-12 hours for adult access. This would allow adults without technology access at home to access a local</p>	<p>All participating districts</p>	<p>Availability of facilities, computers and support staff</p>	

		as the ability to access K16 adult ed. services.			
K-16 Bridge	1-4	Emerging Practices/ Curriculum Development, Adult Ed. student specific tools; virtual counseling Smart phone application development	All consortium	My Mentor Pilot Program components	Phase 1: Fall 2015 Phase 2, Spring 2016
Local Nonprofits	1-5	To assist with Kiosks to provide access and opportunity to widespread community	All consortium	Facility and staff resources and support	2015-2016
Local Churches	1-4	Facilities, staff and volunteer support. Community service opportunities	All consortium	Promote Adult Ed. services and options	2015-2016
WIA	5	Assist with jobs, access to data tracking methods and survey of clients	All consortium	Data, workforce trends and emerging market data	Fall 2015
VVC Student Services	1-4	CalWorks: Advocacy, Academic, Career and Personal Counseling, County Ed Plans, Student Center and Rep Fee, Work Study and Job Placement, Supplies (notebooks, pens pencils etc.) must meet eligibility EOPS: Book Service, Counseling, Orientation, Priority Registration, E.O.P.S., Department Counselor, Student Assistants, Transferring Assistance, Peer Advisor Positions, Referrals	VVC students: Workshops offered to consortium schools to describe student services programs	Support services	On-going-Counselor workshops
VVC Student Services Newsletter	1-5	Inform VVC internal staff of AB86 changes and upcoming events to build awareness and gain advocates.	VVC	Promotional	On-going
VVC	1-5	Facilities to host workshops and computer lab as well as conference venue	VVC	facilities	On-going
Department of Rehabilitation	1-5	Pilot Program: AWD program to facilitate transition to workforce with local employers	VVC AWD and VVRC		Planning: Fall 2015

* Indicate the consortium member(s) who will be the users of the contribution

**** Partner Contributions may be in the form of cash, in-kind (i.e., facilities, staff time, etc.), or a combination of both. Please note: matching contributions are not required for a consortium's partners or members. The**

purpose of this table is to identify the contributions that partners may make to the efforts of a consortium toward coordinating the Adult Education programs to be offered by the consortium.

Appendix A: Committee Meeting Schedules

VVRC Current Meetings and Newly adopted structure for transition and implementation			
Meeting Type	Meeting Date(S)	Meeting Purpose	Number of Attendees
Working Group	September October November December January February	Provide ongoing input, review and guidance on the AB 86 planning process and ensure robust participation from member agencies and partners.	Varied, between 8-15
Members' Cabinet	Allocation- UPCOMING	Provide purpose and need overview of the AB 86 planning process and secure commitment for ongoing, meaningful engagement. Present emerging strategies and solicit input and direction on next steps	UPCOMING
Faculty (K12 & community college)	November December February	Provide purpose and need overview of the AB 86 planning process and solicit faculty/instructor input on existing program activities, strengths, gaps and potential solutions. <ul style="list-style-type: none"> • Will meet monthly through transition and implementation phase 	4
Faculty (K12 & community college) and Community Partners	July 2015 August 2015	Joint Faculty/stakeholder meeting held to discuss objectives 3 and 5 and to create preliminary strategies to achieve the objectives. Preliminary cross cutting strategies between PAG's were named. Also develop similar curriculum and numbering.	10-15
Community Partners	November December February	Provide purpose and need overview of the AB 86 planning process and solicit partner input on existing program activities, strengths, gaps and potential solutions.	4-7

Steering Committee	Bimonthly	This committee will be comprised of representatives from each district. The committee will assess and process new partner members. This will only for communication and outreach	Upcoming
Committee 1: Basic Skills	Bimonthly	Focus on objectives 3 and 5, "Developing Plans to Integrate Existing Programs and Create Seamless Transitions to Post-Secondary Education and the Workforce". Participants from member agencies and partner organizations	Upcoming
Committee 2: ESL	Bimonthly	Program Area Group designed for immigrants eligible for education services in citizenship, ESL, and workforce preparation classes in basic skills. Participants from member agencies and partner organizations	Upcoming
Committee 3: AWD	Bimonthly	Planning team met to discuss the bigger picture issues of adults with disabilities and how to focus on the upcoming combined faculty/stakeholder meeting.	Upcoming
Committee 4: CTE and Apprenticeship	Bimonthly	Ad-hoc CTE committee met to discuss how better transitions could be developed between CTE and AWD, ESL and Basic Skills. Committee will also discuss and address gap in apprenticeship programs in the region	Upcoming
Committee 5: Finance and Budget Allocation	Bimonthly	One person who represents each district. ONLY school district and college representatives should be a voting member. Each representative from each school district and college has one voting right. All representatives are a part of the Consortia. Districts must be allocated funds instead of billing. Allocations must only be decided by the committee.	Upcoming

Appendix B: AB86 Budget

Endnotes

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- ⁱ (United States Census Bureau, 2008-2012)
 - ⁱⁱ (The Community Foundation, 2014)
 - ⁱⁱⁱ (The Community Foundation, 2014)
 - ^{iv} (The Community Foundation, 2014)
 - ^v (United States Census, 2011)
 - ^{vi} (United States Census, 2011)
 - ^{vii} (United States Census, 2011)
 - ^{viii} (United States Bureau of Labor Statistics, 2014)
 - ^{ix} (United States Department of Labor, 2014)
 - ^x (Espenshade & Fu, 1997)
 - ^{xi} (The Community Foundation, 2014)
 - ^{xii} (The Community Foundation, 2014)
 - ^{xiii} (United States Census Bureau, 2008-2012)
 - ^{xiv} (The Community Foundation, 2014)
 - ^{xv} (U.S. Census Bureau, 2012)
 - ^{xvi} (U.S. Census Bureau, 2012)
 - ^{xvii} (City Data, 2013)
 - ^{xviii} (Heckman, Humphries, and Mader, 2010).
 - ^{xix} (GED Testing Service, 2010).