

02 Antelope Valley Regional Adult Education Consortium

Plans & Goals

Executive Summary

After a major decline in enrollment over the last few years due to Covid-19, the main focus of the consortium this year will be to reopen all programs and find ways to increase enrollment. We are in the process of expanding our ASE classes across the region as well as expanding our CTE offerings. A top priority will be to offer educational programs in a safe and responsible manner while helping students overcome barriers they may face that keep them out of school for an extended period of time. To accomplish these goals, the consortium will focus on the following: 1. AVRAEC will continue to utilize the online registration system. 2. AVRAEC will continue to implement an Adult Education specific marketing plan to bring awareness of programs to the community. 3. AVRAEC will upgrade technology as needed across all programs to assist students in accessing the curriculum. 4. AVRAEC will continue to utilize, and improve, distance learning platforms to allow students the opportunity to work from home. 5. AVRAEC will continue to develop partnerships with agencies across the region in an effort to provide educational opportunities to a greater number of community members. 6. AVRAEC will continue to upgrade current AVUHSD facilities in order to offer learning environments that are safe and secure and that offer high-quality programs. Each of these is directly related to the goals outlined in the three-year plan.

Regional Planning Overview

While the Covid-19 pandemic, and the change over in Antelope Valley Adult Education leadership, made the implementation of our strategies challenging, we are committed to moving forward toward reaching the goals we have set out in the three-year plan. Antelope Valley Adult Education has earned a six-year WASC Accreditation and have a three-year review in the 23-24 SY. This self-study ensures that we identify areas of strength and need, as well as action items that are consistent with our three-year plan. Additionally, the consortium continues to be purposeful in the development of community and state partnerships to assist in implementing our plan. We are utilizing our partners to spread the word about the availability of adult education programs being offered in the area and will begin developing relationships to provide future apprenticeship opportunities for our community. We also will continue to list our programs on I-Train so our community partners are able to refer potential students to Antelope Valley Adult Education. The AVRAEC continues to meet on a regular basis to review the needs of the region and the ways in which those needs can be met.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

There is a need for an increase in low-cost career training program offerings.

How do you know? What resources did you use to identify these gaps?

This gap was first identified through community forums that were held during the writing of the original Adult Education consortium plan. During these forums, community members were asked to list priorities for the region and areas of need. Overwhelmingly, a lack of adult CTE programs was the number one area identified. Over the years, this continues to be the number one priority of the region. In addition to these forums, local partners (AJCC, GAIN, DOR, etc.) have all identified a need for career training for their participants. Currently, there is only one adult school in the region, and a very low number of career training programs are being offered. Data from the most recent AV Edge 2022 Round Table Report indicates that 20%, apx. 100,000 adult learners, do not have a high school diploma or equivalency with additional training. Enrollment in career training programs has been very low due to Covid-19 closures and a change over in personnel. Thus, this will remain a top priority moving forward.

How will you measure effectiveness / progress towards meeting this need?

Success will be measured in the following four ways: 1. Introduction and access to new programs. 2. An increase in overall enrollment in CTE programs. 3. Creating programs where students can earn certifications. 4. Students gaining employment and/or apprenticeships.

Regional Need #2**Gaps in Service / Regional Needs**

There is a need for additional Adult Secondary Education (ASE) Programs.

How do you know? What resources did you use to identify these gaps?

The AV Edge 2022 Round Table Report, indicates that region's population is over 540,000 people and 20% of adults learners have not earned a high school diploma/equivalency or sufficient job training in the demands of the labor market. 628 students are enrolled in ASE programs as of August 2022.

How will you measure effectiveness / progress towards meeting this need?

Effectiveness will be measured by the number of courses offered across the region and the number of enrolled students.

Further, the number of credits earned toward a diploma, the number of Equivalency exams passed including the number of passed sections and the number of total graduates from Antelope Valley Adult Education.

Regional Need #3**Gaps in Service / Regional Needs**

There is a need for additional ESL programs.

How do you know? What resources did you use to identify these gaps?

The AV Edge 2022 Round Table Report, indicates that 27% of our community members do not speak English as their first language, the majority of those residents primarily speak Spanish. 330 students are enrolled in ESL programs as of August 2022.

How will you measure effectiveness / progress towards meeting this need?

Effectiveness will be measured by the number of courses offered across the region and the number of enrolled students.

Additionally, the number of gains earned, the number of students completing the program, and the number of students who are dually enrolled or transition to a Career Technical Education Program or higher education programs.

Regional Need #4**Gaps in Service / Regional Needs**

The region needs additional programs for adults with disabilities.

How do you know? What resources did you use to identify these gaps?

Antelope Valley Adult Education is the only provider of Adult Education in the region. 77 students are enrolled in programs for SWD as of August 2022. adult students with disabilities. The Antelope Valley Union High School district is the largest high school district serving the region. They have well over a thousand students that would qualify for these programs once they exit high school.

How will you measure effectiveness / progress towards meeting this need?

Effectiveness will be measured by showing a growing number of adults with disabilities enrolled in the programs. Also, effectiveness will be measured by increasing the number of students that complete the program and gain employment in the community.

Address Educational Needs**2022-23 Strategies**

Strategy Name

Strategy #1.a- Technology & Safe/Secure Learning Environment

Activity that Applies to this Strategy

Comprehensive Career and Education Planning

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

Strategy Description

All programs offered by the consortium have been outfitted with a technology base that will allow students to access the curriculum, and meet with instructors and counselors from home or school. Technology will continue to be upgraded as equipment becomes obsolete or software/hardware needs to be upgraded to meet the needs of the students in our region. Additionally, facilities will be upgraded to ensure a safe and secure learning environment for students that are outfitted with the necessary equipment and resources to ensure success.

Strategy Name

Strategy #1.b-Technology & Safe/Secure Learning Environment

Activity that Applies to this Strategy

EL Learners and CTE Pathway

Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - Overall)

Strategy Description

All programs offered by the consortium have been outfitted with a technology base that will allow students to access the curriculum, and meet with instructors and counselors from home or school. Technology will continue to be upgraded as equipment becomes obsolete or software/hardware needs to be upgraded to meet the needs of the students in our region. Additionally, facilities will be upgraded to ensure a safe and secure learning environment for students that are outfitted with the necessary equipment and resources to ensure success.

Strategy Name

Strategy #1.c-Technology & Safe/Secure Learning Environment

Activity that Applies to this Strategy

Successful Completion of HSD and HSE Programs

Metrics that Apply to this Activity/Strategy

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Strategy Description

All programs offered by the consortium have been outfitted with a technology base that will allow students to access the curriculum, and meet with instructors and counselors from home or school. Technology will continue to be upgraded as equipment becomes obsolete or software/hardware needs to be upgraded to meet the needs of the students in our region. Additionally, facilities will be upgraded to ensure a safe and secure learning environment for students that are outfitted with the necessary equipment and resources to ensure success.

Strategy Name

Strategy #2.a- Professional Growth

Activity that Applies to this Strategy

Comprehensive Career and Education Planning

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

Strategy Description

Adult Education specific professional development is being offered to all personnel to ensure they are current on policy, procedures, curriculum, and trends in adult learning. Professional Learning Communities along with three calendared student free days have been established. These days are designed specifically to allow instructors time for professional growth and development, data collection and analysis, and program planning. This includes how to maximize and develop high-quality distance learning and blended learning models.

Strategy Name

Strategy #2.b- Professional Growth

Activity that Applies to this Strategy

EL Learners and CTE Pathway

Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - Overall)

Strategy Description

Adult Education specific professional development is being offered to all personnel to ensure they are current on policy, procedures, curriculum, and trends in adult learning. Professional Learning Communities along with three calendared student free days have been established. These days are designed specifically to allow instructors time for professional growth and development, data collection and analysis, and program planning. This includes how to maximize and develop high-quality distance learning and blended learning models.

Strategy Name

Strategy #2.c- Professional Growth

Activity that Applies to this Strategy

Successful Completion of HSD and HSE Programs

Metrics that Apply to this Activity/Strategy

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Strategy Description

Adult Education specific professional development is being offered to all personnel to ensure they are current on policy, procedures, curriculum, and trends in adult learning. Professional Learning Communities along with three calendared student free days have been established. These days are designed specifically to allow instructors time for professional growth and development, data collection and analysis, and program planning. This includes how to maximize and develop high-quality distance learning and blended learning models.

Strategy Name

Strategy #3.a-Delivery of Instruction & Assessments

Activity that Applies to this Strategy

Comprehensive Career and Education Planning

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

Strategy Description

In our community, travel is a major barrier to attaining students' educational and career goals. By increasing the availability of distance learning components, the needs of our region can be met. All programs have opportunities for students to access the curriculum and their instructors through distance learning. Extended hours on Saturdays have also been implemented for the testing center to meet the needs of our community who rely on that resource. When Kiosk mode is released for CASAS testing late in the school year, we will implement additional availability for testing online.

Strategy Name

Strategy #3.b-Delivery of Instruction & Assessments

Activity that Applies to this Strategy

EL Learners and CTE Pathway

Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - Overall)

Strategy Description

In our community, travel is a major barrier to attaining students' educational and career goals. By increasing the availability of distance learning components, the needs of our region can be met. All programs have opportunities for students to access

the curriculum and their instructors through distance learning. Extended hours on Saturdays have also been implemented for the testing center to meet the needs of our community who rely on that resource. When Kiosk mode is released for CASAS testing late in the school year, we will implement additional availability for testing online.

Strategy Name

Strategy #3.c-Delivery of Instruction & Assessments

Activity that Applies to this Strategy

Successful Completion of HSD and HSE Programs

Metrics that Apply to this Activity/Strategy

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Strategy Description

In our community, travel is a major barrier to attaining students' educational and career goals. By increasing the availability of distance learning components, the needs of our region can be met. All programs have opportunities for students to access the curriculum and their instructors through distance learning. Extended hours on Saturdays have also been implemented for the testing center to meet the needs of our community who rely on that resource. When Kiosk mode is released for CASAS testing late in the school year, we will implement additional availability for testing online.

Strategy Name

Strategy #4.a- Timing of Access to Curriculum

Activity that Applies to this Strategy

Comprehensive Career and Education Planning

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

Strategy Description

A virtual registration system has been implemented and will be expanded throughout the year, thus allowing students to enroll without being required to be in person. This system will create an unlimited number of students who can register at a time. In turn, the decreased time in the enrollment process will allow students to access the curriculum quicker.

Strategy Name

Strategy #4.b- Timing of Access to Curriculum

Activity that Applies to this Strategy

EL Learners and CTE Pathway

Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - Overall)

Strategy Description

A virtual registration system has been implemented and will be expanded throughout the year, thus allowing students to enroll without being required to be in person. This system will create an unlimited number of students who can register at a time. In turn, the decreased time in the enrollment process will allow students to access the curriculum quicker.

Strategy Name

Strategy #4.c- Timing of Access to Curriculum

Activity that Applies to this Strategy

Successful Completion of HSD and HSE Programs

Metrics that Apply to this Activity/Strategy

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Strategy Description

A virtual registration system has been implemented and will be expanded throughout the year, thus allowing students to enroll without being required to be in person. This system will create an unlimited number of students who can register at a time. In turn, the decreased time in the enrollment process will allow students to access the curriculum quicker.

Strategy Name

Strategy #5- Students with Disabilities

Activity that Applies to this Strategy

Comprehensive Career and Education Planning

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

Strategy Description

The consortium, in conjunction with the AVUHSD WE CARE Program, created a program for adults with disabilities to gain real-world on-the-job experience. Students work a set number of hours for AE, and are paid through WE CARE funds.

Improve Integration of Services & Transitions

2022-23 Strategies

Strategy Name

Strategy #1.a- Access to Student Support Team

Activity that Applies to this Strategy

Comprehensive Career and Education Planning

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

Strategy Description

All divisions of AE now have a system that allows students to schedule virtual meetings if they would like face time, rather than only having the option of being in person or having a phone conversation. For students, this provides additional availability which promotes a positive school climate and a connection to AE which will help them be successful.

Strategy Name

Strategy #1.b- Access to Student Support Team

Activity that Applies to this Strategy

EL Learners and CTE Pathway

Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - Overall)

Strategy Description

All divisions of AE now have a system that allows students to schedule virtual meetings if they would like face time, rather than only having the option of being in person or having a phone conversation. For students, this provides additional availability which promotes a positive school climate and a connection to AE which will help them be successful.

Strategy Name

Strategy #1.c- Access to Student Support Team

Activity that Applies to this Strategy

Successful Completion of HSD and HSE Programs

Metrics that Apply to this Activity/Strategy

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Strategy Description

All divisions of AE now have a system that allows students to schedule virtual meetings if they would like face time, rather than only having the option of being in person or having a phone conversation. For students, this provides additional availability which promotes a positive school climate and a connection to AE which will help them be successful.

Strategy Name

Strategy #2.a- Goal Meetings

Activity that Applies to this Strategy

Comprehensive Career and Education Planning

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

Strategy Description

Student-instructor goal meetings are held to ensure the success of each student. Among the topics discussed in the goal meetings are the option to dual-enroll or continue their education upon completion of their program, in our Career Technical Education programs. Course offerings will begin to expand over the year creating an increase in opportunities for our students to transition.

Strategy Name

Strategy #2.b- Goal Meetings

Activity that Applies to this Strategy

EL Learners and CTE Pathway

Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - Overall)

Strategy Description

Student-instructor goal meetings are held to ensure the success of each student. Among the topics discussed in the goal meetings are the option to dual-enroll or continue their education upon completion of their program, in our Career Technical Education programs. Course offerings will begin to expand over the year creating an increase in opportunities for our students to transition.

Strategy Name

Strategy #2.c- Goal Meetings

Activity that Applies to this Strategy

Successful Completion of HSD and HSE Programs

Metrics that Apply to this Activity/Strategy

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Strategy Description

Student-instructor goal meetings are held to ensure the success of each student. Among the topics discussed in the goal meetings are the option to dual-enroll or continue their education upon completion of their program, in our Career Technical Education programs. Course offerings will begin to expand over the year creating an increase in opportunities for our students to transition.

Strategy Name

Strategy #3.a- Build Relationships

Activity that Applies to this Strategy

Comprehensive Career and Education Planning

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

Strategy Description

Building relationships with various local, regional, and state partners are sought out by the consortium. We will leverage those relationships to increase awareness, and enrollment, and to create new opportunities for our students.

Improve Effectiveness of Services

2022-23 Strategies

Strategy Name

Strategy #1.a- Multi-Tiered System of Support

Activity that Applies to this Strategy

Comprehensive Career and Education Planning

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

Strategy Description

We will improve the effectiveness of our programs through the use of Blackboard and other communicate. A multi-tiered system of support along with a student support team will be implemented. These additional supports will promote the acceleration of completion, decrease the number of students who are dropped for non-attendance, and promote a higher retention rate in all programs.

Strategy Name

Strategy #1.b- Multi-Tiered System of Support

Activity that Applies to this Strategy

EL Learners and CTE Pathway

Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - Overall)

Strategy Description

We will improve the effectiveness of our programs through the use of Blackboard and other communicate. A multi-tiered system of support along with a student support team will be implemented. These additional supports will promote the acceleration of completion, decrease the number of students who are dropped for non-attendance, and promote a higher retention rate in all programs.

Strategy Name

Strategy #1.c- Multi-Tiered System of Support

Activity that Applies to this Strategy

Successful Completion of HSD and HSE Programs

Metrics that Apply to this Activity/Strategy

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Strategy Description

We will improve the effectiveness of our programs through the use of Blackboard and other communicate. A multi-tiered system of support along with a student support team will be implemented. These additional supports will promote the acceleration of completion, decrease the number of students who are dropped for non-attendance, and promote a higher retention rate in all programs.

Strategy Name

Strategy #2.a- Data Analysis & Trends

Activity that Applies to this Strategy

Comprehensive Career and Education Planning

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

Strategy Description

The effectiveness of our services will be improved through continual data analysis and interpretation across all divisions and programs including current labor trends in our region, state, and nationally.

Strategy Name

Strategy #2.b- Data Analysis & Trends

Activity that Applies to this Strategy

EL Learners and CTE Pathway

Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - Overall)

Strategy Description

The effectiveness of our services will be improved through continual data analysis and interpretation across all divisions and programs including current labor trends in our region, state, and nationally.

Strategy Name

Strategy #2.c- Data Analysis & Trends

Activity that Applies to this Strategy

Successful Completion of HSD and HSE Programs

Metrics that Apply to this Activity/Strategy

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Strategy Description

The effectiveness of our services will be improved through continual data analysis and interpretation across all divisions and programs including current labor trends in our region, state, and nationally.

Strategy Name

Strategy #3.a- Professional Development

Activity that Applies to this Strategy

Comprehensive Career and Education Planning

Metrics that Apply to this Activity/Strategy

- All: Adults who Became Participants (AE 202 - Overall)

Strategy Description

All staff will be given the opportunity to attend professional development presented by AE, AVUHSD, and various regional and state-level organizations. They have also been provided the opportunity to attend conferences and share best practices they may glean from the experience. All teachers will complete a plan for professional growth which identifies their individual growth areas and action items to help them each grow. Plans will be discussed with their evaluator.

Strategy Name

Strategy #3.b- Professional Development

Activity that Applies to this Strategy

EL Learners and CTE Pathway

Metrics that Apply to this Activity/Strategy

- Student Barriers: English Language Learner (AE 305 - Overall)

Strategy Description

All staff will be given the opportunity to attend professional development presented by AE, AVUHSD, and various regional and state-level organizations. They have also been provided the opportunity to attend conferences and share best practices they may glean from the experience. All teachers will complete a plan for professional growth which identifies their individual growth areas and action items to help them each grow. Plans will be discussed with their evaluator.

Strategy Name

Strategy #3.c- Professional Development

Activity that Applies to this Strategy

Successful Completion of HSD and HSE Programs

Metrics that Apply to this Activity/Strategy

- Success: Participants Who Earn a High School Diploma or Equivalency (AE 633 - Overall)

Strategy Description

All staff will be given the opportunity to attend professional development presented by AE, AVUHSD, and various regional and state-level organizations. They have also been provided the opportunity to attend conferences and share best practices they may glean from the experience. All teachers will complete a plan for professional growth which identifies their individual growth areas and action items to help them each grow. Plans will be discussed with their evaluator.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.

AVAERC will continue offering services to as many community members in our region as possible. Our efforts will be focused on awareness, enrollment, expansion of programs, and retention of students. We will accomplish this through marketing throughout the region, creating and offering additional programs in new facilities and upgrade facilities to ensure students are provided a safe and secure learning environment.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2022-23.

The consortium will incorporate carry-over funds into all areas of the adult education programs to help us attain our goals. The funds will be used to continue to build the adult education programs for our region. This includes adding new facilities, improving current facilities to ensure they are safe, upgrading technology as necessary for all programs, and increasing staffing which will directly serve and support our students. Some of the expenditures will be one-time expenses and will allow the consortium to attract and retain students, meet our regional needs, support industry needs for workforce development, and operate for years to come.

Certification

Antelope Valley CCD - Member Representative

Cathy Hart
Interim Dean
chart8@avc.edu
(661) 722-6619

Approved by Cathy Hart

09/01/2022 10:13 AM PDT

Antelope Valley Union High - Member Representative

Brandy Berryman
Accounting Analyst
bberryman@avhsd.org
(661) 483-2309

Jo Morgan-Kim
Regional Director College/Career Prep & Adult Education
jokim@avhsd.org
(661) 483-2302

Approved by Brandy Berryman

09/06/2022 07:34 AM PDT



California
Community
Colleges



2022 © California Community Colleges
NOVA Site Version: 5.0.6