

# 66 Victor Valley Adult Education Regional Consortium: Certified

## Details

### Consortium Information

**Consortium Name:**

66 Victor Valley Adult Education Regional Consortium

**Consortium Short Name:**

66 Victor Valley

**Address:**

18422 Bear Valley Rd. | Victor Valley, CA | 92395

**Website:**

[http://www.vvc.edu/academic\\_programs/ha/ab86-adult-ed-regional-consortia/](http://www.vvc.edu/academic_programs/ha/ab86-adult-ed-regional-consortia/)

**Funding Channel 2022-23:**

Fiscal Agent

**CAEP Funds 2022-23:**

\$2,471,329

**CAEP Funds 2021-22:**

\$2,319,189

**CAEP Funds 2020-21:**

\$2,228,917




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## Consortium Contacts

Responsibility	Name	Email	Title	Phone
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Fiscal Contact	Amy Espinoza	<a href="mailto:amy.espinoza@vvc.edu">amy.espinoza@vvc.edu</a>	Accounting Technician	(760) 245-4271 ext: 2898
Primary Contact	James Hayes	<a href="mailto:jhayes@sagesandiego.com">jhayes@sagesandiego.com</a>		

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## Member Agencies

Member Agency	Member Type	Contact	Phone
<a href="#">Apple Valley Unified</a>	Unified School District	Darene McGee	(760) 247-8001 ext: 20113
<a href="#">Hesperia Unified</a>	Unified School District	David Olney	(760) 244-4411
<a href="#">Snowline Joint Unified</a>	Unified School District	Ryan Holman	(760) 868-5817
<a href="#">Victor Valley CCD</a>	District	Martha Mendez	(760) 245-4271
<a href="#">Victor Valley Union High</a>	High School District	Ron Williams Ed.D.	(760) 955-2301 ext: 10202
<a href="#">Lucerne Valley Unified</a>	Unified School District	Peter Livingston	(760) 248-6106

## Executive Summary

### Executive Summary \*

The Victor Valley Adult Education Regional Consortium (VVAERC) was established in the Spring of 2014 for the purpose of bringing together adult education providers in K-12 school districts and Victor Valley Community College to better serve the educational needs of adults in our region. The Consortium covers the Victor Valley High Desert region and serves 17 zip codes in San Bernardino County, ranging from Kramer Hills in the north to Lucerne Valley in the Southeast and near Phelan in the southwest. Its membership is made up of Victor Valley Community College and the five school districts within the geographic boundaries of the college district:

- Apple Valley Unified School District
- Hesperia Unified School District
- Lucerne Valley Unified School District
- Snowline Joint Unified School District
- Victor Valley Union High School District

The goal of the Consortium is to better provide adults with education in the following program areas:

- Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency
- Courses for immigrant students in English as a second language and educational/workforce pathways to citizenship
- Educational programs for adults with disabilities
- Short-term career technical educational programs with high employment potential
- Programs for apprentices

Additionally, the Consortium partners with a variety of community-based organizations and business and workforce development agencies:

- America's Job Center of California
- California Department of Veteran Affairs
- California Association of Health and Education Linked Professionals (CAHELP)
- CalJobs
- CalWorks
- Carpenters & Pipefitters Union
- Catholic Charities

- ComAV, Adelanto
- Department of Rehabilitation
- Dial 211
- Economic Development Department
- General Atomics, El Mirage
- Generation Go
- Goodwill Industries
- Greater High Desert Chamber of Commerce
- High Desert Hispanic Chamber of Commerce
- ICR Staffing
- Inland Empire/Desert Region Strong Workforce
- Inland Regional Center
- Inland Empire Health Plan (IEHP)
- Job Corps
- K16 Bridge Program
- Mountain Desert Career Pathways Consortium
- San Bernardino County Department of Behavioral Health
- San Bernardino County Department of Human Services
- San Bernardino County Sheriff Detentions and Corrections Bureau
- San Bernardino County Superintendent of Schools
- San Bernardino County Transitional Assistance Department
- San Bernardino County Workforce Development Department
- TODEC
- U.S. Department of Labor
- United Way
- Victor Community Supportive Services
- Victor Valley Area Chamber of Commerces
- Victor Valley Transit Authority
- WIOA Partners
- WorkAbility

The VVAERC will continue to implement a three-year strategy to enhance adult education programs across all member districts. We will continue to focus on three CAEP Priority Objectives during the 2022-2025 Three-Year Plan:

1. Address Educational Needs
2. Improve Integration of Services and Transitions
3. Improve Effectiveness of Services

To achieve those objectives, the following strategies for 2022-2025 have been developed:

- Increase the number of in-demand noncredit Career Development and College Preparation and CTE offerings at VVC
- Increase the number of students demonstrating Measurable Skill Gains
- Increase HSD/HSE completion rate
- Improve student digital literacy
- Align curriculum and course levels offered at adult schools with courses offered at VVC
- Increase student transitions from adult education to postsecondary institutions, and share a common form to track student transitions to postsecondary education and/or the workforce across the region
- Expand service hours and classes offered across member districts
- Create a unified branding strategy to generate a consistent message throughout the region
- Measure improvements in adult student ELL performance

These strategies will allow us to consistently improve and integrate adult education services in the High Desert region of California and create a roadmap for student academic and career success.

## Assessment

### Overview and Preparation \*

The VVAERC sought the input of all stakeholders through a variety of methods in order to create goals and strategies that will be implemented during the next three years. Consortium members participated in a series of activities designed to include and amplify the voices of all constituents (outlined in more detail in the Contributions by Entities section) in order to develop these goals and ensure they are aligned to the needs of the community, students, staff, and other stakeholders.

One important way the VVAERC solicited feedback from stakeholders was through the use of surveys. A community partner survey and a faculty/staff survey—centered around program areas in need of attention, additional course offerings, and collaboration with other schools and outside partners—were created and implemented in April. A student survey was also created to provide insight on a variety of topics, including reasons for attending school, requested new courses, employment status, educational goals, barriers to education, and educational services needed to help with goals.

The VVAERC also sought data from outside sources as we developed our Three-Year Plan. We used [CAEP's Fact Sheets](#) to gain a clearer picture of future employment trends in order to better position adult education to meet employment demands in the region ([caladulthood.org/2021FactSheets](http://caladulthood.org/2021FactSheets)). We also sought data from the San Bernardino County Workforce Development Board's Labor Market Intelligence Report and the Centers for Excellence for Labor Market Research. After compiling this data, the VVAERC completed an analysis of Consortium needs, metrics to be tracked, and strategies and activities to be pursued for 2022-2025.

### Regional Alignment and Priorities \*

To ensure regional alignment and develop priorities, the VVAERC collaborates on program implementation, the development of career pathways, and industry sector strategies with Victor Valley College, the Inland Empire Regional Planning Unit (IERPU), Inland Empire Desert Regional Consortium (Strong Workforce), the Centers for Excellence, and the San Bernardino County Workforce Development Board. Additionally, the Consortium Manager regularly participates in state-level initiatives, serves on the Inland Empire Desert Regional Consortium (Strong Workforce) Steering Committee, and leads Professional Learning Community (PLC) initiatives with the CAEP State Technical Assistance office.

The VVAERC has also created a [Goal Library](#) consisting of our WIOA Title II Adult Education Continuous Improvement Plans (CIP), CDE reports, Accrediting Commission for Schools - Western Association of Schools and Colleges (WASC) reports, and our most recent Three-Year Plan, as well as 2021-2024 Workforce Development Plans for Inland Empire/San Bernardino County, which show the intersection between all major goals for addressing the educational and workforce needs in our region.

### Evaluate the Educational Needs of Adults in the Region \*

#### Regional Need #1: Improve adult student transitions to postsecondary and career opportunities.

There exists a low transition rate among adult school students into community colleges and other postsecondary opportunities. In order to help address this deficit, the VVAERC has created a new Transition Counselor position. The Transition Counselor provides adult education program participants with guidance on evaluating and selecting a college pathway, whether that be a degree program or a vocational or academic certificate. With the help of our Transition Counselor and Adult School Coordinators, the VVAERC will be able to provide more services to students who wish to enroll in college or pursue

career opportunities. We will determine our success in fulfilling this need by tracking the number of students who transition to college and/or career opportunities.

### **Regional Need #2: Increase opportunities for English language acquisition through ESL and Citizenship courses.**

On March 15, 2021, Senators Alex Padilla (D-CA) and Elizabeth Warren (D-MA) introduced the “Citizenship For Essential Workers Act” (S.747). Representatives Joaquin Castro (D-TX) and Ted Lieu (D-CA), along with more than 50 co-sponsors, introduced the bill in the House of Representatives as H.R.1909. The bill would provide over five million immigrant essential workers, including those working in agriculture, with the opportunity to apply for a green card. This development, combined with new state and federal laws like the US Citizenship Act of 2021 and recent changes in our student demographics and projected needs as outlined in the California Community College Chancellor’s Office’s Regional Fact Sheet, makes it necessary to increase our capacity and support for ESL students. VVAERC has taken significant steps to address this need in recent years, notably by increasing ESL offerings at both Hesperia Adult School and Victor Valley College. Work remains to be done in this area, and we will need to continue to increase the number of ESL and Citizenship courses offered. In fact, we will continue to offer Victor Valley College ESL courses at our adult schools to better address gaps in coverage. We will also measure student skills gains in English Language Acquisition using CASAS Goals and/or Life & Work skills tests aligned to CA Accountability and WIOA NRS requirements.

### **Regional Need #3: Expand CTE course offerings that are aligned to regional workforce needs.**

Our region currently suffers from a shortage of skilled workers, and VVAERC is ready to meet this shortage by increasing the overall number of CTE course offerings to help students with their successful transition from adult schools to Victor Valley College and/or a career. Primarily, VVC will implement a strategy to expand in-demand noncredit and no-cost CTE certificates and programs that lead to employment. However, due to our large geographical region and lack of public transportation options for our students, VVAERC will also need to leverage existing facilities to co-locate Adult Education and VVC CTE programs. Furthermore, by creating dual enrollment CTE opportunities at adult schools, VVAERC will continue to be the premier career education provider to meet our region’s employment needs.

### **Contributions by Entities \***

As discussed above, the VVAERC sought input from all stakeholders as it undertook the process of creating the most recent Three-Year Plan. Surveys of faculty, staff, and students helped paint a clearer picture of constituents’ needs and helped us determine priorities for the Three-Year Plan.

The VVAERC also held several professional-facilitated meetings with a variety of constituents. These included an Executive Committee Meeting to establish the three-year vision and gather input from member district Superintendents and senior leadership; a meeting of member district administrators, staff, and teachers; and 2 professionally-facilitated meetings of the Steering Committee (held in November 2021 and March 2022), which yielded information about the goals of each member district, and the areas of focus for the coming three-year period and beyond. The VVAERC also held a Virtual Community Forum with various stakeholders on April 7, 2022.

In order to ensure regional alignment, a meeting of the nine consortia operating in the Inland Empire was held, during which the Centers for Excellence and the County Office of Education Alliance for Education presented a Geographic Information System (GIS) map of the region that showcased current service areas, which helped spur the discussion on where gaps in career education and training existed, as well as the accessibility of in-demand and high wage jobs in the Inland Empire/High Desert Region.

## **Regional Service Providers**

**For each Member Agency service provider, enter the number of Participants in each program area.**

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
*Apple Valley Unified	Member Representative	427	465	42	0	0	63	27	0	0
*Hesperia Unified	Member Representative	0	904	200	20	0	0	0	0	0
*Lucerne Valley Unified	Member Representative	41	0	12	0	0	0	0	0	0
*Snowline Joint Unified	Member Representative	23	96	64	0	0	0	49	0	0
*Victor Valley CCD	Member Representative	0	0	278	0	0	0	177	0	0
*Victor Valley Union High	Member Representative	0	386	47	0	0	0	37	0	0
<b>Total Participants</b>		<b>491</b>	<b>1851</b>	<b>643</b>	<b>20</b>	<b>0</b>	<b>63</b>	<b>290</b>	<b>0</b>	<b>0</b>

\* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Victorville City Library	Community Organization	×	✓	×	×	×	×	×	×	×
CAHELP	Community Organization	×	×	×	×	✓	×	✓	×	×
Victor Valley College - Contract Education	Other	×	✓	✓	×	×	×	✓	×	×
High Desert America's Job Center of California	Other	×	×	×	×	✓	×	×	×	×
San Bernardino County Library	Other	✓	×	×	×	×	×	×	×	×
Adelanto Elementary School District	Other	×	×	✓	×	×	×	×	×	×
TODEC	Philanthropic Organization	×	×	✓	×	×	×	×	×	×
Catholic Charities	Community Organization	×	×	✓	×	×	×	×	×	×

### Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region \*

Labor Market Information supplied by the San Bernardino Workforce Development Board, CCCCO's Economic Indicators, and Labor Market Research indicates that our region has more than 168,600 potential CTE students. The San Bernardino County Workforce Development Board's Labor Market Intelligence Report and the Centers for Excellence for Labor Market Research have identified five key industries in San Bernardino County as growth sectors:

- Business and Entrepreneurship: 1,634 Annual Job Openings; \$28 Medial Hourly Wage
- Health Care: 789 Annual Job Openings; \$29 Medial Hourly Wage
- Information Communication Technology: 293 Annual Job Openings; \$28 Medial Hourly Wage
- Energy Construction Utilities: 1,136 Annual Job Openings; \$24 Medial Hourly Wage
- Advanced Transportation & Logistics: 1,292 Annual Job Openings; \$28 Medial Hourly Wage



There is a distinct need for more specific, short-term training that leads to career opportunities and/or high wage attainment for our students. Victor Valley College (VVC) will increase the overall number of CTE course offerings to help students with their successful transition from adult schools to VVC and/or a career. For existing CTE courses (articulated courses and students dual-enrolled under SB 554), we plan to collect data on enrollment, attendance, student persistence, and program completion. We have also reached out to community partners like the Greater High Desert Valley Chamber of Commerce, Goodwill Industries, and San Bernardino County's Dept. of Aging and Adult Services to discuss workforce needs in the region.

Each member site also needs a dedicated staff member who tracks referrals to and from the American Job Centers of California (AJCCs), which provide workshops on resume writing and interviewing as well as basic skills assessments, career counseling, and assistance with applying for jobs. Furthermore, Apple Valley and Lucerne Valley Adult Schools have a [partnership agreement with AJCC](#) to provide an official AJCC access point at those schools, thus increasing student access to valuable services. Through a tracking system, important data and information will be collected and not only shared with AJCC but also with all consortium members. Designated staff at each K12 site and at the college can track transitions to and from the AJCC, along with student transitions to college and the workforce. Lastly, dedicated staff also provide digital literacy training so that all students can access these programs.

## Metrics: CAEP Barriers & Metrics

### ✓ Student Barriers

#### Adult Ed Metrics

- Low Literacy (AE 311 - Overall)

× **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

× **Transition:** Learn about student transition into postsecondary education and college credit pathways.

× **Success:** Information on completion of diplomas, certificates, and college credit awards.

× **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

## Consortium Level Metric Targets

\* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Number of Adults Served (AE 200 - Overall)	3,207	2,665		3,375	3,612	3,850
Student Barriers	Low Literacy (AE 311 - Overall)	2,745	2,189		2,841	2,983	3,132

## Member Level Metric Targets

\* Mandatory for all members

### Apple Valley Unified (Reported by Apple Valley Unified School District (AVUSD))

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	480	361		480	504	529

### Hesperia Unified (Reported by Hesperia Adult School)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	859	675		582	612	643

### Lucerne Valley Unified (Reported by Lucerne Valley Adult School)

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	43	39		57	60	53

**Snowline Joint Unified (Reported by Snowline Joint USD)**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	173	147		199	209	220

**Victor Valley CCD (Reported by Victor Valley District)**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	452	438		181	190	200

**Victor Valley Union High (Reported by Victor Valley Union High School District)**

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	*Adults who Became Participants (AE 202 - Overall)	443	359		339	356	374

**Member Spending Targets**

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Apple Valley Unified	100%	100%	66%	100%	100%	100%
Hesperia Unified	100%	100%	100%	100%	100%	100%
Lucerne Valley Unified	100%	100%	35%	100%	100%	100%
Snowline Joint Unified	100%	97%	0%	100%	100%	100%
Victor Valley CCD	100%	46%	0%	100%	100%	100%
Victor Valley Union High	100%	100%	76%	100%	100%	100%

## Objectives

### Address Educational Needs

#### Description of Objective \*

1. In order to address the increased need for Career Education training for higher job placement and increased wages, Victor Valley College (VVC) will increase the number of in-demand no credit Career Development and College Preparation and CTE offerings as identified in the Workforce Development Board (WDB) Regional Plan and the Strong Workforce program. All members will leverage Adult Education Dual Enrollment under SB 554 and CTE Articulation agreements.
2. We will increase the number of students demonstrating Measurable Skill Gains by completing Educational Functioning Levels as measured by CASAS skill gains assessments.
3. We will increase HSD/HSE completion rates as certified by diplomas issued and the HSE payment point certification letter to CASAS.
4. We will infuse digital literacy and technology instruction into the curriculum. This activity aligns with AB 104 Objective of Gaps in Service and the CAEP State Priorities of Equity and Technology/Distance Learning (APPLE).
5. We will hold quarterly ESL stakeholder meetings to review and discuss CASAS test results, create common formative assessments, and conduct data dialogues.
6. We will establish a Pre-GED and offer more Basic Skills classes to meet better the needs of our adult students in the region.

### Improve Integration of Services & Transitions

#### Description of Objective \*

1. We will align curriculum and course levels offered at adult schools (notably HSE, HSD, and ESL courses) with courses offered at VVC, in addition to expanding course options and levels offered across the region. There is also a need for evening and summer programs for HSE/GED students, as well as increased HSE subject area offerings.
2. We will work to increase student transitions from adult education to postsecondary institutions. Strategies for achieving this goal include evaluating the student program post-test to estimate success in college-level courses, promoting

noncredit college success courses, leveraging adult education dual enrollment, providing a full-time Transition Counselor and transition services, and following up with students after they have enrolled in college.

3. We will share a common plan or form to track student transitions to postsecondary education and/or the workforce across the region, in addition to tracking students who attain citizenship. Each member site should have a dedicated staff member who is responsible for collecting this data and reporting it to the consortium quarterly.
4. We will expand service hours and classes offered across all member districts in order to increase accessibility for students. This activity aligns with AB 104 Objective of Gaps in Service and the CAEP State Priorities of Learner Transitions and Equity.
5. Co-locate ESL and CTE programs. Continue the model of offering and expanding VVC ESL and CTE courses throughout the region at adult schools to address service gaps and offer a “warm hand-off” or transition.
6. We will continue to fund and employ a regional Transition Counselor.
7. We will encourage all members to apply for WIOA Title II and CalWorks funding.
8. We will develop and align CTE pathways to San Bernardino County/High Desert workforce needs, including providing more opportunities for industry certifications.

## Improve Effectiveness of Services

### Description of Objective \*

1. We will create a unified branding strategy in order to generate consistent messaging throughout the region, with the goal of lowering the barriers students face in discovering educational options and enrolling in classes. The new branding strategy will include an updated website that includes available CTE programs, the High Desert brand name, and an increase in the use of our logo.
2. We will need to measure improvements in student ELL performance through CASAS assessments. We will also need to track the number of courses and certificates completed by students. We will report this data to ASAP/TOPSPRO
3. Complete annual student surveys to understand optimal scheduling, delivery modality, quality of services for ESL, and/or HSD/HSE courses and programs.
4. We will hold events such as Family Nights and Campus Tours to provide more information to our students.

## Activities & Outcomes

### Activity Name \*

Increase Pre- and Post-test pairs regionally

### Objective that Applies to this Activity

Address Educational Needs

### Brief Description of Activity \*

This activity will ensure that all consortium members are increasing the literacy skills of the students we serve by increasing the frequency of CASAS pre-and post-testing of our students. When analyzing our member district outcomes, the most urgent area of need was in improving our pre-and post-test "match". This will ultimately improve our data and our ability to measure literacy gains. By monitoring hours of instruction, running more frequent reports, and scheduling/calendaring more tests, we will have a better understanding of our students' level, which in turn can help increase transitions to post-secondary and the workforce.

**Short-Term Outcomes (12 Months) \***

- Attendance will be updated more regularly.
- Increased testing of students who have achieved recommended hours of instruction.

**Intermediate Outcomes (1-3 Years) \***

- Expanded pathways to employment and sustainable jobs for our students will have been created.
- An increase in transitions into our HSE & HSD programs.
- An increase in transitions to postsecondary programs and the workforce.

**Long-Term Outcomes (3-5 Years) \***

- Expanded pathways to employment and sustainable jobs for our students will have been created.
- An increase in transitions into our HSE & HSD programs.
- An increase in transitions to postsecondary programs and the workforce.

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- Student Barriers: Low Literacy (AE 311 - Overall)

**Responsible person(s)**

Name
Martha Mendez

**Activity Name \***

Increase student transitions

**Objective that Applies to this Activity**

Improve Integration of Services & Transitions

**Brief Description of Activity \***

VVAERC will track student transitions to postsecondary programs and careers by utilizing a shared spreadsheet with input by our Transition Counselor and K12 Transitions Staff. All transition staff will help establish criteria that indicate students who will be successful in transitioning. A student transition plan will be developed earlier in their education cycle to better prepare students for transitioning to post-secondary and/or career. Transition staff will also aid in providing students career exploration, matriculation, and cross-referral services.

**Short-Term Outcomes (12 Months) \***

- An increase in student referrals and transitions to postsecondary institutions and workforce programs.
- Increase in touchpoints between transition counselor, adult school staff, and students.
- Host events such as family nights and campus tours; CTE program tours, based on student feedback and local demand.

**Intermediate Outcomes (1-3 Years) \***

- An increase in student referrals and transitions to postsecondary institutions and workforce programs.

**Long-Term Outcomes (3-5 Years) \***

- An increase in student referrals and transitions to postsecondary institutions and workforce programs.

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- Student Barriers: Low Literacy (AE 311 - Overall)

**Responsible person(s)**

Name
Martha Mendez

Martha Mendez

**Activity Name \***

Develop a Unified Branding Strategy

**Objective that Applies to this Activity**

Improve Effectiveness of Services

**Brief Description of Activity \***

VVAERC will create a unified branding strategy to generate consistent messaging throughout the region. The goal is to lower the barriers students face in discovering options and enrolling in classes. This will more effectively engage students and improve their awareness of the educational opportunities available to them, thereby leading to increased enrollment.

**Short-Term Outcomes (12 Months) \***

- Branding Name: High Desert will be used.
- Collaborative meetings are held on a regular basis.
- Increase use of the VVAERC logo.
- An increase in enrollment of 5% as tracked by CASAS data integrity reports.

**Intermediate Outcomes (1-3 Years) \***

- An increase in enrollment of 5% as tracked by CASAS data integrity reports.
- Strong online presence observed through traffic activity reports
- Positive student survey results

**Long-Term Outcomes (3-5 Years) \***

- An increase in enrollment of 5% as tracked by CASAS data integrity reports.
- Strong online presence observed through traffic activity reports
- Positive student survey results

**Proposed Completion Date**

06/30/2025

**Adult Ed Metrics and Student Barriers**

- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

**Responsible person(s)****Name**

Martha Mendez

**Funds Evaluation****Member Allocations and Expenditures**

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
<a href="#">Apple Valley Unified</a>	\$974,882	Certified
<a href="#">Hesperia Unified</a>	\$1,322,429	Certified
<a href="#">Lucerne Valley Unified</a>	\$214,278	Certified
<a href="#">Snowline Joint Unified</a>	\$100,919	Certified
<a href="#">Victor Valley CCD</a>	\$565,014	Certified
<a href="#">Victor Valley Union High</a>	\$435,150	Certified
<b>Totals</b>	<b>\$3,612,672</b>	<b>6/6 Certified</b>

**Funds Evaluation \***

VVAERC Coordinators and Executive Board Members meet regularly to discuss allocation of funds. Members evaluate the multiple funding streams available to each district, such as WIOA II, Perkins, CalWorks, and general funds. The Executive Committee remains committed to adjusting funds and allocations in a manner that best meets the needs of the community served by the Consortium. The VVAERC will continue to engage members in ongoing reviews of total students served, program outcomes, member expenditures, and regional needs to ensure that allocations support the implementation of strategies and activities consistent with the CAEP Objectives & Program Areas, the Consortium's approved Three-Year Plan and the Annual Plan activities.

Executive Board Members will review carry-over funds and make allocations based on individual Member needs, which are based on their commitment to and ability to implement the priority objectives and activities outlined in the Three-Year Plan.

**Certification**

Apple Valley Unified - Member Representative



**Darene McGee**

Accounting Specialist

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**Patrick Schlosser**

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Approved by Trenae Nelson Apple Valley Unified School District

06/30/2022 03:49 PM PDT

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**Kim Walker**

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Approved by David Olney

06/30/2022 01:21 PM PDT

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06/21/2022 08:09 AM PDT

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