

# 66 Victor Valley | Consortium 2017-18 Annual Plan

**INSTRUCTIONS:** The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the **Save** button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here: <http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit> (<http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit>).

Click on the **Section 1: Plans & Goals** header to begin.

## Section 1: Plans & Goals

### Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

VVAERC continues to implement a multi-layered, multi-year approach to streamline assessments and curriculum between the K-12 and community college systems, and to enhance, restore, and institute additional programs across all member districts. VVAERC recognizes the opportunity to seize the current momentum backing workforce preparation programs and harnesses the passion of local school administrators to turn attention toward adults needing basic literacy and numeracy skills, Adults with Disabilities, and those who would benefit from ESL programs that are contextualized to tie into a roadmap for success.

In addition to more services, seamless transitions will be put into place for adult school graduates to move to the community college. The consortium plans to share enrollment data and wait list information, class offerings and assessment information for educational and career pathways throughout the region. The consortium envisions providing a focused transition service plan, region-wide, as a measurable initiative, where administrators will be able to track student success to a greater extent than is now possible. A focus on measurable skills gains will be adopted by all Members.

ESL services at additional NRS levels will be expanded in all Member districts, and at Victor Valley College. VESL classes will be explored Consortium-wide, as well as English in the Workplace curriculum. Integration of ESL strategies into ABE/ASE/HSE/HSD curriculum will afford a streamlined instructional approach. Counseling services will continue to be provided by Victor Valley College to each Member district to facilitate the development of common career and academic pathway models. Additionally, services for Adults with Disabilities will be expanded through technology integration by all Member districts. Career Technical Education (CTE) programs will be expanded and continue to enhance leading students directly to employment.

VVAERC has started to participate in the shared delivery of professional development across the seven program areas with other consortia in the San Bernardino region. This includes training in CCR Frameworks, Andragogical Methodologies of Instruction, Workplace Employability Requirements, Technology Instruction, Blended Learning Models, Contextualized Instruction, and Intercultural Competence. CASAS has been adopted by all Member districts in order to allow students greater transitions between programs. VVAERC will also launch programs for adult learners in Lucerne USD to bring Adult Education services to the district based on regional needs.

## Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered.

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
Expand the levels and frequency of ESL and ABE courses across the region to increase measurable skill gains	American Community Survey data.	Select members will add course offerings in ELA and Mathematics.
Increase the number of CTE courses leading to industry-recognized certifications across the region.	Labor Market Information supplied by the San Bernardino Workforce Development Board.	Select members will add CTE course offerings in high growth sectors.
Enhanced transition services for students moving between Adult Schools, College, and AJC services.	Low transition rate from adult schools to the community college.	Full year of a transition counselor.

### GAPS IN SERVICE

**For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?**

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

VVAERC Members will focus on adding NRS Level course offerings in both Adult Basic Education and English as a Second Language.

VVAERC Members will expand program offerings to include distance learning options for HSE/HSD courses.

### Seamless Transitions

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016-17 Program Year in your efforts to transition students.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
CASAS Assessments	5 - Fully implemented	none	none	None
Employer Transition Services / Workforce Readiness Preparation	3 - Somewhat implemented	Ongoing discussions on alignment with workforce development.	Renewed focus through regional workgroups.	None
K16 Bridge My Mentor Student account	4 - Mostly implemented	Need increased data sharing and ongoing evaluation to reflect all adult schools.	Renewed focus through regional workgroups.	None
Transitional Counselor	4 - Mostly implemented	Fully implemented through counselor on site weekly	Victor Valley College to host open house for adult education students across the region.	None

### For 2017-18, what NEW strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?

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

VVAERC Members will develop a common referral form for all AEBG participating agencies.

VVAERC Members will continue funding and expand transition services to Victor Valley College.

## Student Acceleration

Explain how your consortium members and partners have employed approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Contextualized Curriculum Pilot (Snowline JUSD)	1 - Not at all implemented	timing	Planned curriculum exploration for 2017-2018.	None
Expanded Counseling Services	5 - Fully implemented	none	Continued engagement of the new transition counselor with all member adult schools.	None
Expanded Pre-Apprenticeship Offerings	2 - Mostly not implemented	none	Use of LMI to determine areas of implementation	None
I-BEST exploration and implementation	1 - Not at all implemented	Priorities were focused elsewhere.	Renewed exploration in the upcoming fiscal year.	None

### For 2017-18, what strategies are planned to accelerate student progress (Must list at least one)?

Identify activities that you will implement and/or improve through using specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate student's progress. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student's competencies (competency-based), and putting basic skills content into the context of a student's goals and career path (contextualized).

VVAERC Members will start co-enrollment options across all academic areas.

## Shared Professional Development

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Andragogical Instructional Methodology Training (Adult Learning Theory)	2 - Mostly not implemented	Part-time/hourly staff limits ability to provide ongoing professional development.	Continued Professional Development	None
AWD Training	1 - Not at all implemented	Part-time/hourly staff limits ability to provide ongoing professional development.	Continued Professional Development	None
CTE Training	1 - Not at all implemented	CTE program exploration for 2016-2017	Hire CTE teachers and offer ongoing Professional Development	None
ISTE Technology Training	2 - Mostly not implemented	Part-time/hourly staff limits ability to provide ongoing professional development.	Continued Professional Development	None

### For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?

A critical element to ensuring the effective implementation of the Consortium's plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

VVAERC Members will send administration and staff to national, state and regional professional development conferences and seminars.

VVAERC Members will take advantage of online professional development opportunities.

## Leveraging Resources

See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Expand the utilization of existing VVC resources.	3 - Somewhat implemented	Counselor on hourly assignment.	None	None
Outreach by the Consortium to existing regional structures	4 - Mostly implemented	Nothing	Continued partnership discussions	None
Participation of Consortium Members in organizations that involve employers, Economic and Workforce Development to enhance responsiveness to economic needs	3 - Somewhat implemented	Nothing	Continued partnership discussions	None

### For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?

Identify strategies planned to leverage existing regional structures and utilization of resources, including leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

VVAERC Members will expand currently offered services with local agencies including, but not limited to, the CTE JPA and the San Bernardino Workforce Development Board.

## Section 2: Fiscal Management

Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	\$2,025,725	\$1,795,136	\$230,589
2016-17	\$2,069,315	\$777,790	\$1,291,525
<b>Total</b>	<b>\$4,095,040</b>	<b>\$2,572,926</b>	<b>\$1,522,114</b>

Please identify challenges faced related to spending or encumbering AEBG funding.

1. Limitations on growth due to space and physical plant.
2. Need to have greater flexibility on creative programs.
3. Funding life span is 18-months beyond the fiscal year.
4. Delay in member district allowing encumbrances while fiscal agent processes allocations to members.
5. Delay in appropriations from the fiscal agent to each Member district.
6. In-district delay in release of roll-over funds.
7. Use of one-time money (prior year) versus current year monies.

Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)

1. Increase curriculum resources.
2. Add/upgrade technology to existing classrooms.
3. Outfit new classrooms with furniture and equipment.
4. Purchase equipment for new CTE course offerings.

## Section 3: Certification and Submission

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2017-18 AEBG General Assurances Document.

Failure to meet the requirements listed in the 2017-18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.

## Certification (Required)

- I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2017-18 Program Assurances Document.
- I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

## Signature (Required)

A handwritten signature in black ink is displayed within a dashed rectangular border. The signature is cursive and appears to read "Walter Anderson".

- Click to indicate you are ready to Submit your 2017-18 Consortium Annual Plan