

66 Victor Valley Adult Education Regional Consortium

Plans & Goals - Consortium Approved

Executive Summary

Victor Valley Adult Education Regional Consortium (VVAERC) will continue to implement a three-year strategy to enhance and/or pilot additional Adult Education Programs across all member districts. With our 2019-2022 Three-Year Plan serving as the foundation for the development of our goals, we plan to focus on 6 key goals with implementation starting in FY 2019-2020. These six goals are: Improving transitions to post-secondary, Improving transitions to the workforce, Developing a pathway to citizenship, Developing and implementing a continuous quality improvement cycle for curriculum, data, and accountability, Developing a marketing and outreach plan, and to Offer adult education and non-credit CTE courses at each school site. These goals will allow us to consistently improve and integrate adult education services in the High Desert region of California, as well as tie into a roadmap for career success. In FY 2018-2019 VVAERC was able to focus on addressing gaps in service and seamless transitions while striving to strengthen the relationship with community partners in order to leverage existing resources. Counseling services continued to be provided by Victor Valley College (VVC) to each Member district in facilitating the transition from adult school to community college and/or the workforce, and we were able to hire a full-time transition counselor to service all consortium members. Our other accomplishments include hosting the 2nd Annual Joint Adult Education Commencement Ceremony at VVC with participation from all districts and hosting our first Family Night at VVC. Through the research conducted for our Three-Year Plan, VVAERC members were able to identify gaps in services and adjust programs in order to support career and academic pathways leading to increased wages and/or transitions to post-secondary institutions. We have developed a plan of action that will strengthen partnerships within the region, as well as increase access to student services for all adult learners. This plan includes strategic activities designed to ensure our goals would be accomplished and evaluating the effectiveness of these goals would be possible, all with the aim to close gaps in adult education. New strategies will be piloted and implemented to also help improve student success by aligning ESL curriculum and assessments between schools and VVC, transitioning HSD students to VVC, leveraging VVC resources, expanding concurrent enrollment opportunities, implementing a continuous quality improvement cycle, and offering articulated CTE courses at adult schools, and more. Lastly, VVAERC envisions creating a region-wide, sustainable model providing career guidance and college counseling by creating a focused Preliminary Educational Plan for graduating adults. Our students and community will benefit greatly by our region's progress in ensuring that we focus on equity and access for all, thereby leading to success in both college and career.

Regional Planning Overview

VVAERC successfully developed a Three-Year Plan that identified our region's gaps in services, through which, our members will be able to improve existing programs and create new programs to help support adult education in the region. VVAERC was able to analyze regional WDB and regional LMI data in order to identify long-term trends in high-growth sectors and from this will be able to implement continuous process improvement focusing on closing gaps and working cohesively with community partners to provide high-quality adult education services. Furthermore, during the 2019-2020 FY, our members will continue to collaborate with all stakeholders, including community partners and local businesses to prioritize strategies and identify potential opportunities and partnerships to help address our adult students' needs.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Need to improve adult student transitions to Post-Secondary opportunities

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

There exists a low transition rate from adult schools to community college, or other post-secondary opportunities.

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

Through our new College Transition Counselor, we will be able to provide more services to students desiring to enroll into college, and by tracking the number of students who transition to college, we should have a solid way to determine our success in fulfilling this need.

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

Need to improve adult student transitions to the workforce.

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

BW Research Partnership compiled a report that states our region's unemployment rate is higher than the state average, and our average salary is also below state and national averages. However, our overall employment growth, which is an indicator of economic health, remains higher than the state average. Hence, our region's adult population could benefit from career-specific training and education to move them into a career pathway and enter the local workforce.

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

Effectiveness and progress will be measured by the reporting of the number of students enrolled in career option workshops or speaking to career counselors/job developers/transition specialists. Tracking employment rates and continuing education of current and former students.

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

Need to develop a pathway to citizenship.

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

Through the California Community College Chancellor's Office's Regional Fact Sheet, it has been determined that our region has a high immigrant population and could benefit from not only an increase in introductory ESL classes, but also a distinct pathway to citizenship.

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

To measure our progress towards meeting this need, we will create citizenship preparation classes, and/or partner with agencies that provide citizenship preparation classes and offer a VESL course at VVC. We will track enrollment numbers in these courses throughout the year. Furthermore, we will also provide professional development on high-quality citizenship preparation curriculum to our staff to ensure that we are meeting this regional need.

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

Need to increase the number of CTE courses leading to industry-recognized certifications across the region.

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

Through ample data collection and analysis, we have determined that there is a distinct need for more specific, short-term training that leads to career opportunities and/or high-wage attainment for our students. Resources include Labor Market Information supplied by the San Bernardino Workforce Development Board, our Victor Valley Report prepared by BW Research Partnership, and California Community College Chancellor's Office Economic Indicators and Labor Market Research state that our region has more than 168,600 potential CTE students.

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

VVAERC member districts will evaluate effectiveness by increasing our overall number of CTE course offerings to help the successful transition to VVC and/or career. We plan to propose adult education CTE courses for any schools without one by the June of 2020. For existing CTE courses we plan on collecting data on enrollment, attendance, student persistence, and program completion.

Gaps In Service

New Strategies

Strategy #1

VVAERC will conduct ESL curriculum alignment by holding quarterly staff meetings between VVC and local Adult Education ESL programs. This will help determine our ESL students' needs in terms of levels, curriculum, and length of classes to be offered.

Strategy #2

VVAERC will align and/or articulate ESL programs, with the goal of VVC providing all ESL Level 2 and above at the adult schools.

Strategy #3

VVAERC will develop a marketing and outreach plan including strategies on using social media, radio advertisements, printed marketing collateral, and the use of a consortia level website. These advertisements will be marketed through our WIOA partner agencies, libraries and public transportation in order to better target specific populations.

Strategy #4

VVAERC will implement a strategy to increase articulated CTE courses at all adult schools, which will create more career opportunities for our adult students and make stronger connections with our region's employers.

Strategy #5

VVAERC will implement a continuous quality improvement cycle for curriculum, data, and accountability by including adult education faculty to curriculum alignment meetings with high school and college faculty, holding quarterly data meetings, and piloting first year WASC accreditations at Snowline Adult School and Victor Valley Adult School.

Strategy #6

VVAERC will provide citizenship preparation classes to increase the number of students undertaking the naturalization process which should help with increased employment, wage gain and transitioning to post-secondary education.

Seamless Transitions

New Strategies

Strategy #1

VVAERC will implement a strategy to transition High School Diploma students to Victor Valley College in order to meet the goal of helping students attend college and to assist in that process. We will implement the services of the VVC Transition Counselor who will schedule meetings with Adult Education students who are interested in becoming a VVC student, where they will understand the steps to enrollment and the matriculation process.

Strategy #2

Graduating adult students will be able to meet with the Transition Counselor to develop their Preliminary Educational Plan and discuss college and career goals.

Strategy #3

VVAERC will promote VVC Job Center workshops to adult education students to increase their exposure to VVC.

Strategy #4

VVAERC will implement the use of K16 Bridge Program to track students enrolled in articulated CTE courses, in order to grant them college credit.

Strategy #5

VVAERC will partner with the Mountain Desert Career Pathways Region Consortium (MDCP), which solidifies all articulation efforts with VVC, as there is a MOU that states that when a K-12 CTE course is articulated with VVC, then the same Adult School

CTE course is also articulated.

Student Acceleration

New Strategies

Strategy #1

VVAERC will develop, expand, and encourage dual enrollment opportunities on both the college and adult school campuses. Dual enrollment partnerships provide critical support for underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while completing a high school diploma, and those seeking a career technical education credential or certificate.

Strategy #2

VVAERC members will explore models of acceleration including blended learning models of instruction

Professional Development

New Strategies

Strategy #1

VVAERC will initiate a shared delivery of professional development training throughout the consortium to strengthen collaborative efforts. These trainings will be promoted to all VVAERC faculty and staff.

Strategy #2

Professional development will be held on the best practices for closing the achievement gap with a focus on transitioning from adult school to college.

Strategy #3

Professional development will be held on developing Citizenship Preparation curriculum for staff.

Strategy #4

VVAERC Member Districts will participate in regional, state and national conferences pertaining to the AEP's identified program areas; ABE/ASE, HSD/HSE, ESL, adults with disabilities, and CTE. These include, but are not limited to: CASAS Summer Institute, CCAE, CAEAA, GED Annual Conference, Non-Credit Institute, CWA, COABE, CAROCP etc. In addition, members will attend regional AEP consortium and TAP AEP trainings.

Leveraging Resources

New Strategies

Strategy #1

VVAERC adult schools will continue to promote active student participation in VVC's open houses, college and program tours, and utilize VVC staff including counselors, financial aid officers, instructors, and Rambassadors. The consortium will continue to host a joint regional Adult Education graduation ceremony.

Strategy #2

VVAERC leverage existing relationships with workforce, nonprofits, and Community-Based Organizations to increase entry into ESL and citizenship programs.

Strategy #3

VVAERC will leverage the resources of the MDCP, which has numerous connections with industry. Since, three of our adult school administrators participate in this consortium, we will be able to access and utilize this database to help build and/or expand adult school CTE offerings.

Strategy #4

VVAERC will use the K-16 Bridge Program to track students who take a CTE course in an adult school and then continues their CTE pathway at VVC. This program will give our consortium an avenue to build and/or expand adult school CTE offerings.

Strategy #5

VVAERC will strengthen the relationship with community partners to improve the access to supportive services for adult learners and participate in any community partner events.

Strategy #6

VVAERC will partner with organizations, such as TODEC and Catholic Charities that provide citizenship preparation classes.

Strategy #7

VVAERC will continue to support the transition counselor hired and housed at VVC to provide transition services to all member adult schools.

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.

VVAERC will engage members in the ongoing analysis of program data, outcomes, and budget reports to ensure that allocations and Annual Plan strategies are consistent with both the AEP Objectives & Program Areas and the consortium's approved Three-Year Plan.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2019-20.

Member Districts participate in meetings to examine budgetary and regional needs and make recommendations to the Executive Board. The Fiscal Agent completed the close out reporting for Data & Accountability Funds. Member districts will be financially responsible for purchases previously made using Data & Accountability Funding as this fund source is not being renewed.

Certification

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