

Consortium Annual Plan

This Annual Plan Form has been partially auto-filled for your Consortium based on your AEBG Consortium Fiscal Administration Declaration (CFAD). **Some text is locked** (). Should you need to make changes to these sections, please contact the AEBG Office. Submissions are due by **August 15, 2016**.

Please Note: Please use bullet-point lists where appropriate for clarity and concision and spell out acronyms that may not be readily understood by most readers.

Section 1: Consortium Administration

Consortium Grant Number	Consortium Name
15-328-64	66 Victor Valley

Primary Contact(s)

The table below lists the current Primary Contact(s) for your Consortium. Each may identify up to **two**. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.

Name	Title	Phone	Email
Mendez, Martha	Project Manager	(760) 245-4271	martha.mendez@vvc.edu

Funding Channel

The consortium has designated a fiscal agent

Fiscal Contact

The table below lists the current Fiscal Contact for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically. To add or remove a Member Representative, click **Add / Remove Member Representatives**.

Name	Title	Phone	Email
Mendez, Martha	Project Manager	(760) 245-4271	martha.mendez@vvc.edu

Member Representation

The table below lists the current Membership for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. To **add** or **remove** a Member Representative, click **Add / Remove Member Representatives**.

Name	Member Agency	Phone	Email	Approved
Maphumulo, Peter	Victor Valley Community College District	(760) 245-4271	peter.maphumulo@vvc.edu	10/13/2015
Loyd, Kevan	Victor Valley Union High School District	(760) 955-3201	kloyd@vvhhsd.org	08/03/2016
Wells, Matt	Snowline Joint Unified School District	(760) 868-5817	matt_wells@snowlineschools.com	09/22/2015
Walker, Kim	Hesperia Unified School District	(760) 244-1771	kim.walker@hesperiausd.org	09/14/2015
McClain, Adele	Apple Valley Unified School District	(760) 985-7218	adele_mcclain@avusd.org	10/01/2015

Governance Plan


Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium. Your Consortium's current Governance Plan may be found below.

Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No)

Yes

No

If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.

 [Download Governance Plan Template](#)

Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium’s current Organizational Chart may be found below.

Do you have changes to your Organizational Chart? (Select Yes or No)

Yes
 No

If there have been changes from what was submitted with your CFAD, please upload a new Organizational Chart below for submission with your Annual Plan. Organizational Charts must be in .jpg format.

Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures report to the State? Your response is included below for reference.

To fiscally manage the Adult Education Block Grant, the fiscal agent has provided members with financial agreements/Memorandums of Understanding. The 2016-2017 agreements will include Scope of Work and require Budget Detail sheets. The Budget Detail sheets include details on object codes. The Scope of Work sheets include brief narratives to substantiate the expenditures during the specified reporting period. Each member will be responsible for providing fiscal reports as required by the state by certifying expenditures, and following approved state and federal general accounting practices. Each member is responsible for submitting detailed financial activity reports and Scope of Work Sheets to the VVAERC project manager for consolidation of data and for official submission, bi-annually or as stipulated by state guidance. The officially designated voting members of the consortium will review all consortium reports, prior to submission. The submitted expenditure and progress reports from the members shall be compiled at the consortium level to generate the consortium fiscal report. Finally, the VVAERC’s certifying official certifies the expenditures and submits the fiscal report to the state on behalf of the consortium.







Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below. Otherwise, click No.

Yes
 No

There are no changes the fiscal management of the Victor Valley Adult Education Regional Consortium.

Consortium Allocation Schedule

In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.

Member Name	Total Allocation
 Apple Valley Unified School District	\$387,579
 Lucerne Valley Unified School District	\$0
 Hesperia Unified School District	\$693,546
 Snowline Joint Unified School District	\$238,300
 Victor Valley Union High School District	\$418,872
 Victor Valley Community College District	\$331,018
Total	\$2,069,315

Section 2: Plan Summary for Program Year 2016-17 —

The AEBG effort focuses on the purpose described in AB86: "... to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage." Your AB104 Adult Education Block Grant Three-Year Plan Update summarizes what your Consortium's vision and goals are for your regional Adult Education system. The Annual Plans focus on what will be done to make progress toward that vision each year.

Executive Summary

Please provide an Executive Summary of your Consortium's implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium's vision, accomplishments made during the prior Program Year, and its primary goals for the the upcoming Program Year.

The Victor Valley Adult Education Regional Consortium (VVAERC) plan falls into the three umbrella categories of Systems Alignment and Regional Equity; Counseling Services; and Data Management. 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 skills, Adults with Disabilities, and those who would benefit from English as a Second Language programs that are contextualized to tie into a roadmap for success.

In addition to more services, seamless transitions will be put into place for the betterment of the student. 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 now possible. To meet the growing need for service provision across the region, Snowline JUSD, a new provider of Adult Education services, will continue to add academic programs for Adults including ABE, ASE, HSE, and CTE.

English as a Second Language services will continue to 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. The Consortium additionally seeks to build on the momentum at the federal level for a broader acceptance of fields that meet the criteria for pre-apprenticeship programs in order to transition more students into the workforce. Specifically, VVAERC may add additional courses leading to industry recognized certifications in the fields of manufacturing, transportation, health care, and energy/utilities.

VVAERC has developed a plan to deliver regionally shared professional development across the seven program areas. This includes training in CCR Frameworks, Andragogical Methodologies of Instruction, Workplace Employability Requirements, Technology Instruction, Blended Learning Models, Contextualized Instruction, and Intercultural Competence. The use of CASAS will be adopted by all Member districts in order to allow students greater transitions between programs. VVAERC will also continue to work with Lucerne USD to bring Adult Education services to the district based on regional needs.

Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

Partner Name	Partner Type	Core Services
America's Job Centers	Workforce	Employment Services
MDRCOP JPA	CTE	Career and Tech courses, and articulation to the Victor Valley College for career pathways. Hosting industry specific, regional advisory meetings.

Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.

San Bernardino County is working with CASAS and the Workforce Development Board toward a data export / data match to share information.

Levels and Types of Services

Please provide a description of your Consortium's success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.

Member districts that currently offer Adult Education services are expanding the number of courses, levels of courses, and frequency of course offerings. One Member added Adult Education services, and another may add programs in the new fiscal year. Snowline Joint Unified School District (Snowline JUSD) used AEBG funding to start an Adult Education program. The first 9-week class had 60 students in attendance, with the goal of increasing that number to 100 for 2016-17. The program offerings have been well received and the district is noting students' dedication to attending classes and seeing their advancements through testing. Hesperia Unified School District (Hesperia USD) added two HSE teachers, one additional online HSD instructor, one GED teacher, and one Program Specialist. One additional section of in-person GED preparation was also added, as were testing days at the Pearson VUE Testing Center for both GED and industry certifications. Apple Valley Unified School District (Apple Valley USD) hired a full-time teacher/coordinator, office staff and support staff to assist in running the ABE program. Victor Valley Union High School District (Victor Valley UHSD) hired three new teachers, clerical support, an instructional aide, a librarian, and a security guard. Counseling staff hours were expanded.

The most difficult challenge faced by Members has been the recruitment of qualified instructional staff. The consortium has been impacted by the short response time allowed between the release of state documents and guidance and dates for return; the constant changes by the State.

Funding was also a challenge in the unexpected hurdles experienced in working with LEA business offices and the County Office of Education, specifically setting up budget codes. Many Members did not have funds available to implement an AEBG program until February. These hurdles delayed the release of funds. Additionally, the continually changing reporting needs has caused issues with Members meeting the changing deadlines and changing format requirements.

Regional Needs

Please provide a description of your Consortium's success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

There are no substantive changes in the local/regional economy or data provided by the partner Workforce Development Boards since submission of the 2015 Annual Plan or the March 2015 Regional Comprehensive Plan. Snowline JUSD's new Adult Education classes have demonstrated student retention and advancement in CASAS scores. A Victor Valley College counselor rotated between adult programs helping to connect Adult Education and the college. Participation is expected to grow to be a real asset of the regional program. Hesperia USD has served as a mentor program to new programs, reestablishing programs that previously closed and engaging with programs wanting to expand or coordinate services. Success is measured by the learning gains of our students reported to the National Reporting Service and the California Department of Education. Apple Valley USD offered workshops teaching students how to create a resume and how to complete an application for a post-secondary institution. These workshops focused on employability skills for future employment or higher pay. A class was also piloted for AWD who are working toward a GED. Victor Valley UHSD had an administrator attend the AEBG conference in Sacramento, three teachers, one administrator and one office assistant attended the CASAS National Summer Institute.

General challenges to service delivery are noted above. Snowline JUSD experienced program start-up challenges having to identify, communicate with, assess, and enroll students to start a new program. Grant funds helped solve some issues including space, furniture, and equipment. Transportation continues to be an issue as is the distance to the college and child care.

All Member districts struggled with funding delays, and the timelines needed to hire personnel. Several saw hiring pushed to 2016-17. Late funding led to a lack of space for classes and resources. Victor Valley College continues to struggle with the differentiation between the consortium office budget and Victor Valley College's budget.

The Consortium struggles to complete state deliverables with members unable to commit time during the end of the academic year and the summer. The College needs to understand its role in AEBG when it only offers non-credit ESL, and continues to perceive AEBG as "Adult Ed" funding, not noncredit, basic skills, or AWD funding. The Consortium lost 2 Board members during a time when several reports are due and templates were not available. Lucerne Valley USD, a non-participating Member, expressed interest to offer GED, but struggles with dedicated involvement with the Consortium.

Section 3: Consortium Expenditures by Program Area and Objective –

Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by Program Area and Objective, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by Program Area, Objective, and Object Code, as well as Planned Expenditures by funding source for the 2016 – 17 Program Year, as shown in the tables below.

2015 - 16 Expenditures								2016 - 17 Planned Expenditures							
Program Areas	Budgeted			Spent			+/-	AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total									
3.1a Adult education (ABE, ASE, Basic Skills)	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1b English as a second language	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1c Pre-apprenticeship training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1d Career and technical training	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1e Adults training to support child school success	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1f Older adults in the workforce	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1g Services to adults with disabilities	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-	AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
5.1a Obj. 3: Seamless Transition	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1b Obj. 4: Gaps in Services	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1c Obj. 5: Accelerated Learning	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1d Obj. 6: Professional Development	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1e Obj. 7: Leveraging Structures	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-								
1000 Instructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-								
2000 Noninstructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-								
3000 Employee Benefits	\$0	\$0	\$0	\$0	\$0	\$0	-								
4000 Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0	-								
5000 Other Operating Expenses	\$0	\$0	\$0	\$0	\$0	\$0	-								
6000 Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-								
7000 Other Outgo	\$0	\$0	\$0	\$0	\$0	\$0	-								
Indirect / Administration	\$0	\$0	\$0	\$0	\$0	\$0	-								
Total	\$0	\$0	\$0	\$0	\$0	\$0	-								

Key
▼ = Under
▲ = Over

Expenditures data must be submitted for each participating Member agency as a single comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

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Section 4: Consortium Action Plan Review and Update

Regional Assessment Plan Updates

Provide a description of your AEBG Regional Assessment Plan, i.e., how students will be appraised, placed, assessed, etc. into the regional adult system as they progress, and as they move among the various schools.

VVAERC is adopting CASAS for all member districts who currently do not utilize the assessment, as well as for all members providing ESL instruction. This will set the stage for non-WIOA Title II funded programs to apply for funding. Promotion and progression through the CASAS levels will provide achievement benchmark indicators of student success. Additionally, data services via TOPS Pro Enterprise will be deployed across all Member districts to unify and bridge transitions for students between Adult Education service providers. Nationally and/or industry recognized assessments for certification and/or licensure will be used by members to determine student completion.

What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
ASAP	ASAP	Data Management
TOPS Pro	CASAS	Data Management

Student Data Tracking

Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student / classroom level? How will this system enable you to meet the targeted program outcomes?

All Adult Schools utilize TOPS Pro Enterprise and ASAP. Victor Valley College will begin using TOPS Pro Enterprise, as

well as administering the CASAS Assessment system, for ESL.

List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
ASAP	ASAP	Student Data
Datatel	Ellucians	Student Data
TOPS Pro	CASAS	Student Data

2015 – 16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:

- (A) Improved literacy skills
- (B) Completion of high school diplomas or their recognized equivalents
- (C) Completion of postsecondary certificates, degrees, or training programs
- (D) Placement into jobs
- (E) Improved wages

In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

Objective 3: Integration and Seamless Transition

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

The VVAERC Counselor offers individual counseling appointments and workshops on the college matriculation process, resume preparation, interview skills, work skills, degree programs, and financial aid process. Students are offered the opportunity to meet one-on-one to complete an education plan, create a Web Advisor account, to enroll in college courses, and discuss career options.

Consortium Members continue to focus on data collection in regards to what courses and post-secondary education options are best. Work continues with local and county CTE agencies to identify and build programming for high-demand, high-wage areas with short-term coursework that can provide quality outcomes for our students.

Apple Valley USD is offering bi-weekly workshops in the resume building, interview skills, financial literacy and how to apply to college or work. This program is being evaluated by the VVAERC Board for regional implementation. Plans to update all Member curriculum to align to the College/Career Readiness Standards are underway as a means of aligning courseware.

Hesperia USD entered into a formal MOU with San Bernardino County Workforce Development Department Board, Workforce Innovation & Opportunity Act One Stop Partners for development of a coordination of referrals and services with San Bernardino County America's Job Center of California System.

Objective 3 Activities

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

Response: (200 words max.)

Activity	Outcomes Expected	Method of Assessing Impact
Transitional Counselor	Increase Understanding of CCD Matriculation; Host a Trunk Show to encourage transition to Victor Valley College	Students will be surveyed on their understanding of college matriculation process; career pathway mapping, including transition points, will be developed
K16 Bridge My Mentor Student account	Increase students transitioning to post-secondary	Monitor and assess student transition rate.
CASAS Assessments	Allow for easier transition between Members across the Consortium.	Ability to track student movement and ease of transition between programs.
Employer Transition Services / Workforce Readiness Preparation	Increase transition of Adult Education student to the workforce and provide services to increase labor market entrance.	Transition of students to the labor market.

Objective 4: Gaps in Services

Activities and plans to address gaps in programs and services within your region.

VVAERC's priority work in addressing gaps of service has been focused on the implementation of new courses all Program Areas. VVAERC has initiated the implementation of several strategies to address gaps in service across the region. These include expanding ABE/ASE/HSE/HSD course offerings through hiring instructional staff, adding ESL services and courses, and providing greater services for Adults with Disabilities. Individual Members continually analyze student data to determine the needs for new course offerings. A full-time counselor will be hired at the Consortium level to provide ESL and transition services. Apple Valley has each student complete the career assessment and then together with the teacher build a career pathway upon admission, an intake measure being explored for use by the Consortium.

Members continue to revise curriculum to embed computer/technology skills into all program areas. Members have begun purchasing hardware to expand computer and internet access to students. The Consortium is exploring several options for unified online curriculum for ABE, ASE, HSE, HSD, ESL. Pre-apprenticeship options are being explored in conjunction with the Office for Apprenticeship. VVAERC members are moving ahead with plans to offer additional CTE courses in the coming year.

Objective 4 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Expanded ABE/ASE/HSE/HSD	Increased enrollment, outcomes, and College transfers.	Evaluation of enrollment numbers.
Expanded ESL	Increased enrollment, outcomes, and HSE/HSD transfers.	Evaluation of enrollment numbers.
Implement ESL programs (which have never existed in this district)	Successful enrollment of more students and completion of programs of study.	Evaluation of enrollment numbers.
Expanded Adults with Disability Service Provision	All Member districts will offer more course offerings in all program areas. Victor Valley UHSD will expand services in the already offered Adults Special Education class.	Successful enrollment of more students and completion of programs of study.
External Resources and Consulting Services	The Victor Valley Adult Education Regional Consortium staff will enlist the services of a consultant(s) to assist in the implementation of the Annual Plan including, but not limited to, Adult Education/CTE Program Implementation, WIOA, Contextualized Instruction, Document Preparation, Partnership Building, Meeting Facilitation, Setting up New Programs.	Alignment of services provided by all Members.
Technology Implementation	Member districts will purchase new technology equipment (computer labs and related software) to meet the requirements of online testing, technology education, and WIOA program monitoring.	Installation of new hardware and software across all Member districts.
External Resources and Consulting Services	The Victor Valley Adult Education Regional Consortium staff will enlist the services of a consultant(s) to assist in the implementation of the Annual Plan including, but not limited to, Adult Education/CTE Program Implementation, WIOA, Contextualized Instruction, Document Preparation, Partnership Building, Meeting Facilitation, Setting up New Programs.	Alignment of services provided by all Members.

Objective 5: Acceleration

Activities and plans to accelerate student progress toward academic and/or career goals.

The Consortium will hold professional development around the I-BEST model during the 2016-17 fiscal year. Additionally, the Consortium will expand counseling services, offer Pre-Apprenticeship courses, and implement a Contextualized Curriculum Pilot at Snowline JUSD. Snowline JUSD will also explore, in collaboration with consortium partners, ways to contextualize ESL courses or include foundational skills into CTE courses to accelerate outcomes for students.

To assist in the transition of Adult Education students to Victor Valley College, Member districts host a counselor that provides outreach, accelerates and facilitates the transition into post-secondary education. An Employment Development Specialist from Workforce Development attends various program orientations to provide career services, accelerate and facilitate supportive services and provides outreach to Hesperia Adult School. Coordination with Members and Partners accelerates student academic and career goals.

VVAERC will explore how the Inland Career Education Center has implemented contextualized models of curriculum development and instruction.

Objective 5 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
I-BEST exploration and implementation	Assess the need and process for developing a contextualized education pilot at VVC based on local LMI data.	Introduction of an approved contextualized basic skills course curriculum, which meets the needs of local businesses.
Expanded Counseling Services	Successful enrollment of more students and completion of programs of study.	Evaluation of enrollment numbers.
Expanded Pre-Apprenticeship Offerings	Successful enrollment of more students and completion of programs of study, and transfers to Victor Valley College.	Evaluation of enrollment numbers.
Contextualized Curriculum Pilot (Snowline JUSD)	Snowline JUSD will pilot a contextualized curriculum in identified career pathways with the goal of expanding the offering to other Member districts.	Evaluation of enrollment numbers and successful transition of students into CTE and Certificate programs at Victor Valley College.

Objective 6: Shared Professional Development

Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.

VVAERC will host Regional Professional Development seminars on ISTE Standards Implementation, Andragogical Instructional Methodology (Adult Learning Theory), and training on the seven Program Areas. Member staff are encouraged to attend Regional, State and National conferences and to report back to their home districts and the Consortium about the skills they gained.

VVAERC also plans to establish a professional community of adult education professionals regionally who can collaborate on best practices, localized needs and solutions, etc. Committed to shared professional development VVAERC works with San Bernardino County Superintendent of Schools, and Mountain Desert Regional Career & Occupational Pathways Program. CASAS, OTAN, CDE and other leadership projects provide additional professional development opportunities. Mentor teachers and instructional coaches in each district provide support as needed. Conference materials and resources are shared with partner districts/agencies.

All Members are invited to attend Victor Valley College's Counselor Round table to learn about regional industry trends, matriculation, new programs, and regional education and workforce partners.

Objective 6 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
ISTE Technology Training	Faculty and staff will be trained on the ISTE Student, Teacher, and Administrator standards.	Integration of technology standards into the current course curriculum at all Member districts.
Andragogical Instructional Methodology Training (Adult Learning Theory)	Faculty and Staff will be provided the opportunity to attend professional development that highlights the difference between pedagogical instructional methodologies and andragogical practices that specifically target the learning modalities of adult learners.	Integration of common teaching methodologies across all Member districts.
CTE Training	Faculty and Staff will be offered two different opportunities to participate in professional development opportunities to: 1) learn more about the Apprenticeship opportunities in California, as overseen by the California Community College Chancellor's Office, and how alignment of CTE programs of study can be leveraged to increase workforce employability and streamlined service provision, and; 2) learn more about how CTE is an integral partner in workforce development and employability.	Greater inclusion of career readiness preparation, skills instruction, and career pathway focus in curriculum across all program areas.
AWD Training	Currently, only one Member district offers specific courses for adults with disabilities. Faculty and Staff will be provided with professional development opportunities to deepen knowledge of providing services to this population of learners. Topics will include IEPs, curriculum modification, assessment modification/requirements, varied instructional methodologies, etc.	Integration of common teaching methodologies across all Member districts.

Objective 7: Leveraging Resources

Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, county libraries, etc.

VVAERC plans to expand the utilization of existing Victor Valley College resources, continue outreach to existing regional organizations such as Economic and Workforce Development to enhance responsiveness to economic needs, and build stronger relationships with Community Based Organizations such as the Chambers of Commerce, local libraries, Department of Rehabilitation, Goodwill Industries, Catholic Charities, Inland Empire Health Plan (IEHP), and the San Bernardino County America's Job Center of California System.

For CTE, the Workforce Development Board, advisories, and partners are a regular part of the conversation to inform growth and improvement efforts, and to inform AEBG partners on what services are already in existence that can be leveraged to improve student outcomes. VVAERC Members already meet with these representatives and conversations will continue to happen and continue to become more targeted on mutual outcomes and efforts.

Members regularly leverage resources to expand programs by working with partner agencies, attending advisory committees and board meetings and welcoming public comment at VVAERC Board Meetings. Labor market demand and guidance is supported by Workforce Development. Members also meet with industry advisory groups and are represented on various industry advisory boards including college and career fairs.

VVAERC also strives to promote programs via social media.

Objective 7 Activities

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
Expand the utilization of existing VVC resources.	Victor Valley College DSPS	On-site visits and outreach to Adult Education service providers	Applicants to Victor Valley College from Adult Education schools	Enrollment data
Outreach by the Consortium to existing regional structures	Multiple Regional Partners	Initial meetings are being held to explore options to expand service provision vis partners in the region.	By engaging at a deeper and more meaningful level, VVAERC expects to streamline services across the region, reduce duplication of services, and provide greater ease of transition between services for adult learners.	Increased referrals between agencies, increased levels of shared resources, implementation of common assessments, and greater alignment of curriculum.
Participation of Consortium Members in organizations that involve employers, Economic and Workforce Development to enhance responsiveness to economic needs	San Bernardino Workforce Investment Board	Consortium Member districts will attend San Bernardino Workforce Development Board meetings with the goal of gaining deeper insights into the economic needs of the High Desert region, existing programmatic implementation, and regionally specific LMI data for high-growth sectors.	Clients seeking employment services	Increased alignment of service provision based on LMI and increased referrals between programs.


Section 5: Annual Plan 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 2016 – 17 AEBG Program Assurances Document.

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 2016 – 17 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

A handwritten signature in black ink that reads "Martha Mendenhall". The signature is written in a cursive style with a large initial 'M' and a trailing flourish.

[Click here to confirm that you are ready to submit your Annual Plan.](#)