



AB104 Adult Education Block Grant - Three-Year Consortia Plan Update from AB86 Final Plan

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:

15-328-002

1.2 Consortium Name:

Antelope Valley Adult Education Regional

1.3 Primary Contact Name:

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Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

2.1 Provide an Executive Summary of your consortium's AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.

The Antelope Valley Regional Adult Education Consortium (AVRAEC) strives to serve the diverse needs of the adult learners in our community. Our overarching mission is to strengthen adult education in the Antelope Valley.

As a region we will strive to:

- Meet the educational and career training goals necessary for community members to provide a sustainable living for themselves and their families.
- Provide seamless, high-quality, affordable opportunities for adult education;
- Provide opportunities to attain digital literacy;
- Meet local and regional economic and workforce development needs;
- Increase efficiency/reduce duplication of effort through collaboration with other education partners in order to maximize and leverage available funding;
- Build capacity in instructional staff and administrators to meet the needs of the adult students being serviced;

- Provide equal access to services for all community members, so that all will have an equal opportunity to succeed in their career and life aspirations;
- Provide programs so that students may overcome illiteracy, gain English language skills, receive a high school diploma or GED, and transition to the world of college and career in order to become productive citizens of society.

In this section we said we would put in a bit more specific actions after the general goals (e.g., attain digital literacy through use of blended learning opportunities, meet regional workforce needs through collaboration with WIB and local employer; increase efficiency through intersegmental PLC's; build capacity in staff through joint PD efforts, etc.), but I cannot remember where we wanted those things.

As we transition out of the planning phase and into the performance phase, the AVAERC feels it is important to develop guidelines for the allocation of AEBG funds. The following represent the collaboratively determined priorities of the consortium and community:

1. Maintaining current successful programs offered by members of the consortium is the number one priority. While the consortium recognizes a need for growth in many areas, it also recognizes a need to maintain programs that are thriving and servicing adults of the region now.
2. The consortium feels that supporting growth in the following areas will give the region the greatest gains:
 - Career Technical Education and Apprenticeships
 - English as a Second Language
 - Adult Basic Education
 - Adults with Disabilities
 - We will incorporate the two additional program areas through consultation with community partners

All areas of adult education have the need for greater support services. The consortium recognizes and supports the need for additional counseling and clerical support in all program areas. These positions are vital to the success of the AB86 mission.

2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document

for attachment instructions.

NOTE: The updates shall include data and changes regarding the seven program areas in AB104 (five of which were in AB86):

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

2.2a Objective #1: An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

Program Area 1 – Adult Basic Education

AVAERC is now providing a 5-week life skills education program where inmates who will release within 90-120 days learn work related skills. These services are provided through a partnership between AVC and our partner, the California Department of Corrections. This program is precursory to a larger scale pathway program leading to an AA business degree for inmates.

Program Area 2 – ESL and Classes for Immigrants; Citizenship

There are no major changes to the AB 86 Final Plan regarding the services and programs offered by the members and partners of the Antelope Valley AEBG Consortium. Classes are offered in both English as a Second Language (ESL) classes and classes to prepare for United States citizenship. One

change is in regards to program fees. AVAS no longer charges the \$30 fee to attend ESL classes as of July 1st, 2015.

The programs and services offered by the members are fairly adequate and of high quality. However, there are a fair number of students who are not being serviced with the current offerings due to distance, transportation, or child care barriers. Also, there is a need to offer more classes at neighboring communities to alleviate the wait lists in the ESL program. Currently, there are no ESL classes at the correctional facility.

Another update for our region is the AVC ESL non-credit program introduced this fall. This program change is in step with the vision of AVC to offer only two-levels below transfer basic skills courses. The course offerings are small (21 sections), at this time, but will grow, as the District is able to recruit additional faculty, identify adequate space and promote the service to the region.

Program Area 3– Entry or reentry into the workforce (including older adults)

The Antelope Valley Adult School currently offers a computer technology class for seniors. The class meets four hours per week. It prepares seniors desiring to enter the workforce to gain the skills necessary. The region’s offerings are not adequate for the demand of older adults’ needs. The consortium will look to expand this program’s offerings. All members currently provide services to older adults, however, a survey will be implemented to better identify their needs.

Program Area 4– Assist elementary and secondary school children to succeed academically (including older adults)

The computer technology class referenced above will assist in this area as well.

Program Area 5 - Adults with disabilities

The consortium has found little change in the region as it pertains to services for adults with disabilities. As a result of the relationships built during the AB86 planning process, the staff at the AVAS has begun working with AWD service providers around the region.

This was in our notes, but I do not remember the context: "through its Office of Students with Disabilities"

Program Area 6 – Short Term CTE Programs

The Consortium found this program area to be the top priority for the region. The Consortium is exploring the labor market to gain direction in developing programs that are not currently being

offered in the community. AVAS added the following to their current schedule: Dental Assistant, EMT, and Computer Networking Technician programs. These programs offer students state, national, and/or industry certifications. SKUSD has added Introduction to Welding and Welding courses to its adult offerings. AVC has increased its short-term offerings through corporate and community education, including ceramics.

The programs offered in the region are of high quality; however, the region could use more offerings in various fields of high demand such as Personal Care Assistant, Home Health Aides for CNAs, and automotive technicians. The consortium would like to offer students more career pathways and offer support services to transition students among agencies. For example, students can advance from a CNA program to LVN program to RN program if they choose to do so.

Program Area 7 - Pre-apprenticeship

No update - current MOU is still in existence (IBEW, PPF, and Cabinetmakers).

2.2b Objective #2: An updated evaluation of *current needs* for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).

This should provide an updated overview (if applicable) of the consortium's region including:

- Analysis/description of local regional economy
- Additional analysis utilizing other data

The Antelope Valley Adult Education Consortium's region includes 40 percent of the land mass of Los Angeles County, as well as a small section in the southeastern part of Kern County. The geography is characterized by a broad, flat, high desert valley that merges into the San Gabriel Mountains. These mountains serve as a physical divider between the Antelope Valley and the Los Angeles Basin. Also, located between the mountains and the flat, high desert valley is the California Aqueduct, one of the main sources of water for Southern California. This aqueduct runs through nearly the entire region. The cities of Palmdale (pop. 152,750) and Lancaster (pop. 156,633) contain about 81 percent of the service area population. The rest of the population is dispersed somewhat equally throughout the region.

Additional residential centers in the valley include the smaller communities of Quartz Hill, Antelope Acres, Rosamond, Littlerock, Pearblossom, Acton, Sun Village, and Lake Los Angeles. Finally, residential areas such as Leona Valley, Green Valley, Lake Hughes, and Lake Elizabeth exist in outlying regions.

The Antelope Valley Community College District region has a service area of 1,945 square miles. The following charts represent the most recent data collected on current population estimates for AVCCD service area.

Population of Cities in AVCCD Region

<u>City</u>	<u>Adult Community</u>	<u>Total Community</u>
Acton	5,924	7,596
California City	10,671	14,120
Edwards	1,292	2,063
Lake Hughes	544	649
Lake Los Angeles	8,239	12,328
Lancaster/ Quartz Hill	109,473	156,633
Littlerock	958	1,377
Mojave	2,940	4,238
Palmdale	102,236	152,750
Rosamond	12,860	18,150
Tehachapi	11,815	14,414
Total	266,952	384,318

Source: 2010 US Census

Population Distribution by Ethnic Composition

<u>Race</u>	<u>Total Community</u>	<u>AVC Enrollment</u>
African-American	11.2%	22.3%
American Indian or Alaska Native	0.7%	0.4%
Asian	2.7%	2.0%
Hispanic / Latino	30.7%	41.6%
Native Hawaiian or Pacific Islander	0.2%	1.8%
Two or More Races	3.7%	4.7%
Other/Unknown / Non-Respondent	14.6%	1.5%
White	36.3%	25.5%

Source: 2010 US Census, Antelope Valley College Educational Master Plan 2013, and Student Success Scorecard 2013

Population Distribution by Age Group

<u>Age Group</u>	<u>Total Community</u>	<u>AVC Enrollment</u>
<20	34.2%	26.4%
20 - 24	7.7%	34.1%
25 - 34	13.5%	25.1%*
35 - 49	21.2%	14.4%
50+	23.4%	6.2%

Source: 2010 US Census & AVC Fact Book 2015

Antelope Valley Union High School District

The Antelope Valley Union High School District (AVUHSD) covers the geographic area from San Bernardino County on the east to Ventura County on the west with Kern County on the north and the San Gabriel mountains/Angeles Forest on the south.

Approximately 25,000 students are educated in eight (8) comprehensive and four (4) continuation high schools. AVUHSD also offers additional educational opportunities through its Career and Technical Education and Adult Education programs. There are two campuses for its Adult Education programs.

Ethnic composition of the AVUHSD is:

American Ind. /Alaskan Native	0.5%
Asian	1.6%
Pacific Islander	0.3%
Filipino	1.7%
Hispanic	47.5%
African American	21.2%
White	26.7%

Based on census data (2008-2012) for the city of Lancaster, almost 20% of the adult population does not have a high school diploma and only 16% have Bachelor's degree. Also, for the city of Palmdale, 27% of the adult population lack a high school diploma and only 14.7% have a Bachelor's degree or higher. Data from the California Department of Education show a dropout rate of 6.4% for Antelope Valley UHSD, which is over 1600 students. The need to earn a high school diploma is important for residents in order to find a job with sustainable wages or retain their existing one. Census data (2008-2012) show that 21% of persons fell below the poverty level in Lancaster and almost 20% fell below the poverty level in Palmdale. The percentage of free and reduced lunch meals as reflected from the Antelope Valley District's needs analysis indicates a range between 60-70%.

Southern Kern Unified School District

The Southern Kern Unified School District (SKUSD) is located in the unincorporated town of Rosamond. Rosamond was founded in 1877 as a small mining and cattle ranching community. Now, this growing community boasts a population of 18,150 of which 50.5% are male and 49.5% female.

Ethnic composition of the SKUSD is:

American Ind. /Alaskan Native	0.5%
White	44.5%
Hispanic	37.7%
Black	7.7%
Asian	4.6%
American Indian	1.0%
Other	5.2%

For its population 25 years and over, 81.8% have high school diplomas, 12.8% have bachelor's degrees, 3.4% have graduate or professional degrees, and 11.6% are unemployed, compared to the state's rate of 9.3%. Rosamond High School enrolls approximately 750 students annually. The AVC campus is 14 miles from Rosamond.

Program Area 1 – Adult Basic Education

Needs have not changed

Program Area 2 – ESL and Classes for Immigrants; Citizenship

An updated evaluation of the current needs within the region still echoes the original final plan to address the greater need in the neighboring outlying communities in the region. The demand might be met through additional offerings at remote locations, offering transportation services, and various delivery instructional models like hybrid or distance learning. There is still a need to increase offerings and instructional hours as well as student support services. Antelope Valley Adult School's current wait list for ESL classes is approximately 100 students. Also, the consortium would like to help students acquire their citizenship status by working with local immigration and naturalization services to streamline that process. AVAS and AVC is are looking to incorporate Career Technical Education classes with ESL classes to prepare students for the workforce.

Program Area 3– Entry or reentry into the workforce (including older adults)

The consortium anticipates a need to increase offerings for adults (including older adults) to prepare for entry or reentry into the workforce. Programs can include technology, computer skills, professional, and interview skills.

Program Area 4– Assist elementary and secondary school children to succeed academically (including older adults)

There is a need in the Antelope Valley community region to offer classes to help parents assist their children to succeed academically in school. The consortium will incorporate classes for adults (including older adults) to increase their basic education in English and Math skills as well as parenting skills.

Program Area 5 - Adults with disabilities

Needs have not changed

Program Area 6 – Short Term CTE Programs

The consortium is addressing the needs in this program as a priority and is exploring the option of locating a new facility that could be used by all consortium members to deliver CTE classes. The vision for this facility is to simulate a real-world environment for multiple industry pathways where students can take advantage of hands-on training in occupations leading to an industry certification. There remains a high unemployment rate in the region and the need for short-term CTE programs increases as students are looking for affordable and attainable programs to prepare for the workforce. Adults need classes in workplace readiness skills in communication -- reading, speaking, listening and writing -- collaboration, work ethic, time management and phone etiquette and message-taking skills as well as basic tool usage and measurements. The consortium will look to

meet employer demands and align CTE curriculum to meet their expectations. There needs to be more offerings in the areas of manufacturing, energy, water treatment and distribution, retail, service occupations and construction. Additionally, health care will continue to be one of the most important growth sectors in LA County, and the consortium will need to meet the demand for nursing, home health aide, personal care assistants, and other related occupations.

Program Area 7 - Pre-apprenticeship

Needs have not changed

2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.

2.3a Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)

Consortium members will work to use similar education placement and workforce assessments and methods. Align assessments, unified counseling, create referral system with workforce system, linkages with potential employers in the region. This is contingent upon locating qualified staff and space.

2.3b Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)

One of the partners of the Antelope Valley Adult Education Regional Consortium is the Antelope Valley YouthBuild. YouthBuild has a pre-apprenticeship program in construction trades and transportation. The Consortium will offer expanded pre-apprenticeship training through its members and partners, and will undertake steps to seek approval by the Division of Apprenticeship Standards.

2.3c Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)

During the 14-15 school year, AVC's older adult population (50+) represented 6.17% of its student enrollment. This is less than the state's percentage of 11%, which is expected to grow by approximately 7-8 percentage points between now and 2030. Grand-Nanny training and

computer training may be of interest to this group as they transition to more supportive roles to assist our younger residents.

2.3d Collection and availability of data. (REQUIRED)

All members and partners will collaborate on strategies to allow sharing of data to the extent legally allowable until the state develops and implements a data sharing mechanism for all AV adult education providers. AVC, AVUHSD and SKUSD will continue to upload data to CalPASS Plus.

2.3e Qualifications of instructors (including common standards across entities). (REQUIRED)

We will support the state's efforts to modify the teacher credentialing mechanisms that will allow HSD and CCC Districts to share faculty across providers to better serve the needs of our students.

2.3f Alignment of academic content and curricula (OPTIONAL)

With industry input, faculty and administrators will review existing courses/education pathways, compile recommendations for improvement of alignment, make needed improvements, and evaluate subsequent results.

2.3g Alignment of educational services supported by this grant . (OPTIONAL)

Consortium members will collaborate on centralization of guidance and counseling services for adult students, streamlining transition from secondary to post-secondary education.

Section 3: Consortium Member Signature Block

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