

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
15-328-02	02 Antelope 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
Radford, Steve	Regional Director - College/Career Prep & Adult Education	(661) 942-3042	sradford@avhsd.org

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
Radford, Steve	Regional Director - College/Career Prep & Adult Education	(661) 942-3042	sradford@avhsd.org

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
Radford, Steve	Antelope Valley Union High School District	(661) 942-3042	sradford@avhsd.org	
Knudson, Edward	Antelope Valley Community College District	(661) 722-6300	eknudson@avc.edu	04/27/2016
Roney, Harold	Southern Kern Unified School District	(661) 256-5020	hroney@skusd.k12.ca.us	08/22/2016

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

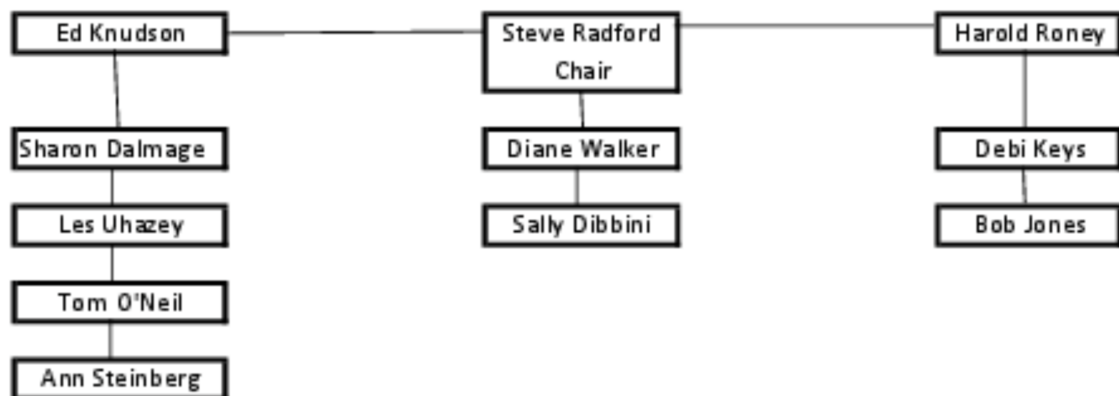
If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.

[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.

Antelope Valley Adult Education Regional Consortium Organizational Chart



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.

Individual members have the ability to apply for funding for programs they feel will meet the mission of the consortium. Once approved, they receive funding for the programs and are in turn responsible to manage the funds and report grant expenditures to the fiscal agent. The fiscal agent will file a final report to the State covering all expenditures.




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

None

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
 Antelope Valley Union High School District	\$3,758,343
 Southern Kern Unified School District	\$45,390
 Antelope Valley Community College District	\$0
Total	\$3,803,733

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 overarching mission of the Antelope Valley Regional Adult Education Consortium (AVRAEC) is to strengthen all areas of adult education in the Antelope Valley.

As we move into year two of the performance phase, the AVAERC remains committed to our collaboratively determined priorities of the consortium and community:

1. Maintaining current successful programs offered by members of the consortium is our 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 and workforce preparation
 - Adult Basic Education
 - Adults with Disabilities
 - We have incorporate the two additional program areas for older adults into each of these areas

Vision:

The consortium vision is to create Adult CTE centers that will be able to house training programs across all CTE industry sectors. These training centers will allow us to expand workforce development training so that we may serve the maximum number of citizens of the region as possible. These centers will also allow us to offer more ABE and ESL classes at our current Adult Education facilities, effectively making progress towards three of our four goals.

Accomplishments:

In 2015-16, the consortium moved from the AB86 planning phase to the AB104 performance phase. The consortium collaborated to open multiple CTE, ESL, and ABE programs. Specifically, the following programs were started during the 2015-16 school year:

- Computer networking
- Welding
- Automotive
- High School Equivalency in Spanish
- High School Equivalency
- High School Diploma

Primary Goals for 2016-17:

To reach the overarching three year goals, the consortium has identified the creation of two CTE training facilities as the primary goal for 2016-17. We are in negotiations to lease a 12 classroom facility in the city of Lancaster that will be located in the revitalized health district dubbed "Medical Main Street." This facility will house a variety of CTE programs both directly and indirectly related to the medical field. Additionally, the consortium is planning to purchase and construct a facility on the Rosamond High School campus that will house CTE programs related to the "building and trades" CTE industry sector, and the "manufacturing and product development" industry sector. These two facilities will also give us the space and flexibility needed to branch out into other industry sectors as needed.

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
LA County Prison		ABE
Paving the Way		ABE
Yuoth Build		Apprentice

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

We have worked with representatives from the LA County Prison system to refine the way they offer HSE services to inmates.

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.

As a consortium, we were able to offer new services to residents of the region, as well as expanded services of current programs. For example, this year we were able to offer ESL, ABE, and high school diploma classes in the cities of Rosamond, Lancaster, and Palmdale. In the past, many of these services were primarily offered in Lancaster only. This expansion allowed many residents of the region the ability to access the programs with much more ease. We were also able to open various CTE programs such as welding, automotive, and computer networking. Each of these programs lead to industry certification in areas of employment need in the Antelope Valley.

As a consortium we have grappled to find a common vision of what our first steps should be to reach the greatest amount of people possible. Each member organization has a common understanding of the needs of the region, but we often have differing opinions on how to best reach solutions for those needs. Another challenge is the alignment of student data collection systems as well as assessments. Agencies use different identification systems for students which makes it difficult to track students across programs without a common identifier.

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.

As a consortium we have determined expansion of adult CTE programs to be our top priority. To address this, we have opened programs across a number of CTE career sectors. Examples of these programs are: welding, automotive technician, computer repair technician, and person fitness trainer.

The greatest challenge we have faced is having the facilities to offer programs. The consortium has made it a priority to find additional facilities to house a variety of adult CTE programs.

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			+/-								
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total		AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	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	Budgeted			Spent			+/-								
	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	Budgeted			Spent			+/-								
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total		AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
1000 Instructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2000 Noninstructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3000 Employee Benefits	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4000 Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5000 Other Operating Expenses	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6000 Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
7000 Other Outgo	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Indirect / Administration	\$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

Key
▼ = Under
▲ = Over

Expenditures data must be submitted for each participating Member agency as a single a 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.

The consortium is in the initial stages of planning a meeting of data/institutional research representatives to address data issues, plus how to correlate assessment instruments?
Students are appraised and assessed during registration and placed in the proper levels of ABE and ESL classes, and are transferred to higher level classes upon advancements. Pre-tests determine the entry educational functioning levels and post-tests determine their level advancement.

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
	CASAS	Testing
	Harris/Schoolhouse	Student Information System
	TOPSpro	Student data tracking

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?

Interest by SKUSD to add CASAS, plus above re data meeting? At AVAS, the student fills out a registration form upon

enrollment. The form collects demographic information, employment status and barriers, special programs and personal status. The information is imported into the TOPSpro program which is used to track their enrollment. Performance is measured through tracking of test scores as well as course completion and program completion.

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
	Harris/Schoolhouse	Student Information System
	TOPSpro	Student data tracking
	CASAS	Testing

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.

Consortium members and partners are designing a multi-tiered system of student supports, including, but not limited to, career assessments and interest/aptitude surveys, educational guidance/counseling services, language fluency supports, individual education and guidance plans, workplace readiness skills classes and field trips, assistance with EDD/CalJOBS systems, CalWorks or other financial assistance, etc. The consortium has worked hard to build relationships with other agencies providing services in the region to best serve all students.

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
Focus additional resources and attention on the transition from adult education to community college	More students transitioning from adult schools to community college	Improvements in adult student transitions as measured by Cal-PASS Plus tracking and other tracking methods as needed
Coordinate counseling services provided at both the high school districts and at the community colleges.	More students successfully completing programs.	Improvements in adult student transitions as measured by Cal-PASS Plus tracking and other tracking methods as needed
Review new education pathways, compile recommendations, implement new courses, programs and certificates, and evaluate subsequent results	Enrollment and success rates will go up	Cal-PASS Plus or other data system tracking

Objective 4: Gaps in Services

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

The consortium will address the gaps by offering programs that are non-existent but are in high demand after studying the labor market statistics and the region's needs. In order to offer these programs, we must find a facility that can be used to house adult CTE. The consortium will strive to find an affordable location for these types of programs.

Objective 4 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Add additional education/training centers	Increased course offerings	Enrolment data
Provide additional counseling to ABE students.	More students transitioning from adult schools to community college and successfully completing programs of study.	Improvements in adult student transitions as measured by Cal-PASS Plus tracking and other tracking methods as needed

Objective 5: Acceleration

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

In responding to this objective, the Antelope Valley AB86 Consortium will identify plans to implement and/or improve specific evidence-based strategies across the region, within and between systems where they currently do not exist, to accelerate student's progress.

Objective 5 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Provide specialized training to faculty to implement contextualized learning strategies in their ABE courses.	Greater student success rates	Enrollment data, earned credit data
Work with community partners and districts to recruit students	Enrollment increases	Enrollment data

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.

In responding to this objective, the Antelope Valley AB86 Consortium will identify professional development topic areas the Consortium considers a priority including practices in basic and secondary skills that build the “college and career readiness” skills, team building, critical thinking, problem solving, study skills, soft skills, and career assessment, technology use and integration to enhance and expand technology in instruction, new models and instructional strategies for contextualized and/or accelerated teaching and learning, skills building intercultural competence among faculty, staff, and administrators.

Objective 6 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
Integrated teams of ABE, ESL and CTE faculty work on integrated academic and CTE project based learning modules (CCSS-aligned).	Increased rigor in classroom instruction, resulting in increased student gains.	CASAS, TOPSpro

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.

The consortium has entered into an agreement with the Workforce Development Board along with 26 other partners in an effort to establish a cooperative working relationship between the parties to provide services to employers, employees, job seekers and other needing workforce services.

Objective 7 Activities

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

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
No Data				

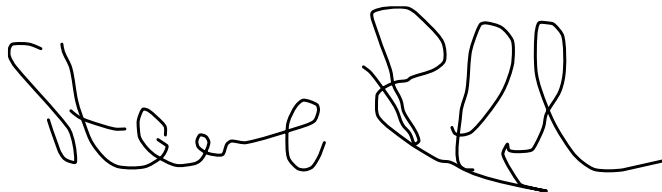
Section 5: Annual Plan Submission

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



- ☒ Click here to confirm that you are ready to submit your Annual Plan.