

02 Antelope Valley | Consortium 2017-18 Annual Plan

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

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

Section 1: Plans & Goals

Executive Summary

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

The Antelope Valley Regional Adult Education Consortium plans to continue growing all adult education programs. This is being accomplished in a variety of ways. We have leased a facility that is being used to operate adult Career Technical Education programs. This facility opened in August and will see expanded offerings beginning in January. Additionally, the consortium has agreed to build a facility in Rosemond that will be used for adult trades programs. This facility will allow us to expand offerings in welding, automotive, and MC3 pre-apprenticeship. These two facilities will also allow for expanded opportunities in ABE, ESL, and AWD at our current adult education facilities.

Meeting Regional Needs

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

Gaps in service / regional needs	How do you know? What resources did you use to identify these gaps?	How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.
Adult Career Technical Education programs	We held a series of community forums where we asked for feedback on these issues from various stakeholders. The data from the forums was directly tied to the spending priorities of the consortium.	Data used to determine program success will include: Attendance data - Are more students enrolled in adult CTE programs. Completion/Certification data - Are students completing the programs and earning industry certifications. Employment data - Are students from these programs finding employment in the community.
English as a Second Language	Community demographic data shows that there are roughly 100,000 people in our region who's native language is something other than English.	Data used to determine program success will include: Attendance data - Are more students enrolled in adult ESL programs. Completion/Certification data - Are students completing the programs and moving up through the various levels of the program.
Adult Basic Education	Community demographic data shows that there are approximately 50,000 adult in our region who have less than a high school diploma.	Data used to determine program success will include: Attendance data - Are more students enrolled in adult ABE programs. Completion/Certification data - Are students completing the programs and earning a high school diploma, high school equivalency, or improving their education by earning credits towards graduation.

GAPS IN SERVICE

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

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

- Strengthen community partnerships. (GAIN, AJCC, Consortium members, etc)
- We are working with our comprehensive site special education department to develop a program that assist TMH students to gain the skills needed for employment.
- Expand offerings in all areas of adult education.

Seamless Transitions

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

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Coordinate counseling services provided at both the high school districts and at the community colleges.	3 - Somewhat implemented	Coordination between separate member organizations.	Creation of Resource/Career Centers at all adult education facilities.	Sharing of best practices.
Focus additional resources and attention on the transition from adult education to community college	2 - Mostly not implemented	Consortium was focused on planning and building programs. We are now in the full implementation stage.	Now that we have our new facility, we will be able to focus on opening new programs, and strengthening the relationships between various partners in the region.	No support needed at this time.
Review new education pathways, compile recommendations, implement new courses, programs and certificates, and evaluate subsequent results	3 - Somewhat implemented	Lack of facilities limited what we could implement.	We will be reviewing workforce development data to determine what programs are needed in the future.	Future workforce data

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

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

We are creating resource/career centers at every adult education site. The centers will focus on bringing current resources together (ex. GAIN, AJCC, Etc.) In addition to the centers, we have designated staff members to focus solely on these tasks.

Student Acceleration

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

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Provide specialized training to faculty to implement contextualized learning strategies in their ABE courses.	3 - Somewhat implemented	The large majority of our teachers are part time (95%). Bring part-time teacher in for adult specific professional development has proven difficult.	We have designated three "non-student" days for professional development.	Additional support for hiring full time staff members.
Work with community partners and districts to recruit students	3 - Somewhat implemented	Our staff is so small, it is hard to find time to get out to schools to expose students to our programs.	We are looking at reorganizing current staff, or hiring additional staff to allow more time with needy students.	Additional resources and funds for additional staff members.

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

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

We are looking to expand our online offerings in HSE.

Shared Professional Development

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

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Integrated teams of ABE, ESL and CTE faculty work on integrated academic and CTE project based learning modules (CCSS-aligned).	1 - Not at all implemented	Time with staff members. Too many part-time staff members.	None	

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

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

We have designated three days throughout the school year as non-students days. These days will be dedicated to professional development.

Leveraging Resources

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

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
No Data				

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

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

Each of our resource/career centers will be a place for outside agencies to work with students on our campuses. Our goal is to strengthen partnerships by allowing us a space to work collaboratively.

Section 2: Fiscal Management

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

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	\$3,757,505	\$3,757,505	\$0
2016-17	\$3,803,733	\$1,465,699	\$2,338,034
Total	\$7,561,238	\$5,223,204	\$2,338,034

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

The biggest challenge we faced was physical space. When this project began, we had very little additional space to offer new programs. It has taken 18-24 months to acquire the space needed for expansion. Now that we have additional space, we should be able to expand our offerings easily.

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

Our plan is to determine what programs are needed, and come up with a plan to support them accordingly.

Section 3: Certification and Submission

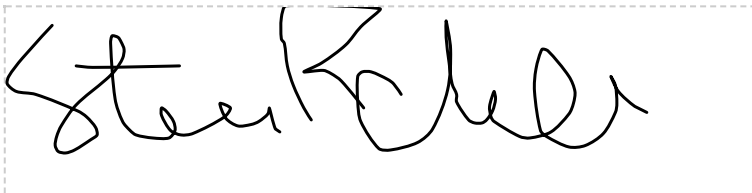
As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2017-18 AEBG General Assurances Document.

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

Certification (Required)

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

Signature (Required)



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