



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

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:	13-328-065
1.2 Consortium Name:	Ventura County Adult Education Consortium
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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 intent of AB 86 is to expand and improve the provision of adult education –via the establishment of consortia– with incremental investments starting with the 2015-16 fiscal year. The comprehensive regional plan for the Ventura County Adult Education Consortium (VCAEC) provides the basis upon which the vision for and implementation of strategies that will create opportunities for both adult schools and community colleges to better provide the following opportunities to Ventura County adults:

- *Elementary and secondary basic skills education, including classes required for a high school diplomas or high school equivalency certificates*
- *Classes and courses for immigrants eligible for education services in citizenship, English as a second language, and workforce preparation classes*
- *Educational programs for adults with disabilities*
- *Short-term career technical education (CTE) programs with high employment potential*
- *Programs for apprentices*

The vision of the VCAEC is to provide accessible services to specific adult populations through articulated programs that align to desired outcomes. These services must also necessarily play an important role moving students toward educational and career goals. If one imagines the vision as the overarching umbrella canopy to implementation, then the supporting ribs / structure would be those of:

- *Counseling and Student Support*

- *Alignment and Articulation*
- *Transitional Services*

The VCAEC will develop, enhance, and refine comprehensive counseling and support services to ensure student success defined by Outcome and Progress Metrics. The VCAEC will align and articulate courses, programs and services to provide pathways to academic and career endeavors, and the VCAEC will align and articulate existing programs by creating pathways of student services designed to successfully transition students to college and/or careers.

If the canopy of the umbrella is the overarching vision in which improved and accessible services are provided, and the ribs supporting the canopy serve as the framework to support that vision, then the base of the umbrella consists of Outcome Measures and Progress Measures that will both validate and sustain the work.

The base of the umbrella establishes both where we've been individually, and where the consortium is going collectively, becoming stronger with the implementation of the plan, and therefore increases in the measures that define outcomes on both the community college and adult education levels, while illustrating growth in the identified progress measures defined in the plan.

The initial plan posited seven objectives and several of these were essential to the ultimate endeavor of moving forward. For this executive summary purpose, a condensed list is included as follows:

- 1. the evaluation of the current levels of type of programs within the region;*
- 2. the evaluation of current needs for adult education programs within the region*
- 3. plans to integrate existing programs and create seamless transitions to postsecondary education or the workforce;*
- 4. plans to address gaps that were identified pursuant to the first two goals;*
- 5. plans to employ approaches proven to accelerate student progress toward academic or career goals;*
- 6. plan to collaborate in the provision of professional development opportunities;*
- 7. plan to leverage existing regional structures including but not limited to workforce investment areas.*

While the evaluation of what currently exists and concurrently identifying the regional needs as well as the gaps in service, at the core of the objectives that correlates most directly to the vision of providing accessible services is the strategy of collaboration between the adult school and community college entities. To that end, it is critical that both backwards and forwards planning become an essential in the work between the two entities and in the work with the individual students. Just as there will be identifiable and substantive outcomes that are manifested through the required connective-ness of pathways, so too will there be planning for the students to fill in the gaps between where they start and where they end, between what they are doing and what they hope to be doing, and between the insulated four walls of the academic institutions, and the limitless horizon of the world of work.

AB 104 requires “immediate and definitive decisions and actions at the consortium level.” In response to this directive, the VCAEC’s strategic plan has identified Counseling and Student Support Service as a primary lynch pin to moving forward in all other areas of the plan over the next three years. This is one of the previously mentioned structural ribs to the overall umbrella vision.

Critical to this element of the strategic plan is the creation and utilization of a universal process for the development of a student’s education and life plans. This notion recognizes that the process of education must not be separate from the life goals to which that education will lead.

The aforementioned education component will encompass and incorporate alignment and articulation, both of which will serve as an underpinning bridge for students between courses, institutions and goals that include but are not limited to graduation, certification, and employment.

So that students can maximize and leverage their opportunities, transitional services will likewise play an integral role in the student experience. The “backward and forward” planning previously alluded to will include the development of a pilot program to assess student competencies, and in that way assist in determining and identifying student needs as they move through a system that affords them a choice of next steps.

With the directive of “immediate and definitive decisions and actions at the consortium level” comes the need for alignment and articulation, another of the ribs that support the overarching vision canopy. Inherent in those two words is work that will of necessity speak to commonality, inclusion, and ultimately the best interest of the students. This will not be easy work, and the funds allocated to Ventura County are fewer than what is perceived to do the work required, since work groups will need to meet to revisit and refine proposed recommendations and funding prioritizations so as to build the foundation for providing active and meaningful change that benefits the students and avoids the long standing chasm of competition for these same students.

This Executive Summary sets forth the tenets of the vision for and implementation of strategies that will create opportunities for both adult schools and community colleges to better provide the following opportunities to Ventura County adults. The vision of outcomes is supported by the three supporting “ribs” of Counseling and Student Support, Alignment and Articulation, and Transitional Services. These are grounded in a foundational base of Outcome Measures and Progress Metrics that will both validate and sustain the work.

Over the next three years, the VCAEC will be striking the matches to ignite practices and partnerships that have, as their outcome, improved service to a population of adult learners who seek to take their place in a society that demands certain skill sets in its workforce pool. The collaboration between stakeholder groups, key administrators, and adult school and community college faculty and students to bring about and validate the identified Outcomes and Progress Metrics is not without its challenges.

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.

The Ventura County Adult Education Consortium (VCAEC) has designed a strategic plan to improve current programs and services to better serve the needs of the adult learners in Ventura County. An innovative plan, designed to be phased-in over a three-year period, focuses around three objectives to increase access, equity, and learner success throughout the entire county. The three-year plan includes the following activities and programs:

- ***Alignment and Articulation:*** *Align and articulate courses, programs, and services to provide pathways to academic and career endeavors*
- ***Counseling and Student Support:*** *Develop, enhance, and refine comprehensive counseling and support services to ensure student success*
- ***Transitional Services:*** *Integrate existing programs by creating a new level of student services designed to seamlessly transition students to success in college or careers*

Ventura County's adult schools and community colleges provide a broad range of services for adult students needing elementary and secondary skills in mathematics, reading, and writing. These skills are required to propel adults to the next level of academic attainment, whether in engagement in employment or through further postsecondary coursework. The Ventura County Adult Education Consortium offers programs to assist community members with basic adult skills to improve literacy and math skills, High School Equivalency (HSE) and General Educational Development (GED) classes to earn equivalency certificates, and to earn high school diplomas by completion of state and local course requirement. All programs are offered to the community to help prepare learners with academic and technological skills needed for today's workforce and college readiness. VACE offers lab, lecture, independent studies, and online courses to assist students in meeting their goals. GED preparation classes are offered in both English and Spanish, and testing is available onsite for both languages.

The community colleges do not offer any noncredit basic skills courses in ESL /Citizenship, but they do offer them in the form of credit basic skills courses. Currently, there are few publicly funded programs for adults to learn English in the high-need Santa Paula, Fillmore, Ojai, and Piru corridor area, although some school districts and libraries provide limited ESL services. Santa Paula and Fillmore are currently using LCAP funds to provide ESL/Citizenship classes to about 120 adults at Santa Paula High School.

In the Ventura region, only the adult schools offer Short-Term CTE courses as defined by AB 86. The community colleges do not offer any noncredit Short-Term CTE courses. This again is an area where more courses are needed. The lack of CTE opportunities in Santa Paula and Fillmore has implications for the economic development potential in these areas. If such opportunities could be provided, it would help mitigate the high unemployment rate in these areas and could help revitalize the main streets and empty storefronts in the downtown areas.

Adult Education for Individuals with Disabilities is limited in Ventura County. In our region, Conejo Valley Adult School, Oxnard Adult School, Ventura Adult and Continuing Education, and each of the consortium's three community colleges administer programs for adults with disabilities. In 2013–14, members showed 968 enrollments in courses devoted to developing functional skills. The Santa Paula Unified School District recently entered into a contract with the Department of Rehabilitation to provide Pre-Employment training and job development opportunities to adults with disabilities.

Currently, there are no apprenticeship programs at any of the reporting member institutions of the VCAEC. However, Ventura County has access to several Local Educational Agencies and sponsors for apprenticeships. Among these are: California Fire Fighter Joint Apprenticeship Committee; Ventura County Electrical JATC; and Apprenticeship Journeyman Training Trust Fund in pipefitting, plumbing, steam fitting, refrigeration and air conditioning mechanic, and maintenance plumber service and repair.

Although the quality of Adult Education services in the Ventura Region is excellent, there are some definite gaps in services as well as regional needs which need to be addressed. One of our program's

serious needs is the development of programs for adults with disabilities, and the other critical need is the expansion of Career and Technical Education opportunities for adults. The Ventura County Adult Education Consortium has not made any significant changes in the provision of services. The consortium is spending time and efforts attempting to address the unmet needs, specifically the provision of Adult Education services in high need areas such as Santa Paula and Fillmore.

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

Ventura County has a population of 842,867 people and a total of 348,000 wage and salary jobs. While the average household in California earns \$ 85,265, the average household in Ventura County has an income of \$ 98,250. Ventura County has a strong labor market presence in healthcare, financial services, defense and agriculture. Employment growth in Ventura County is very strong and the forecast is that Ventura County will continue to experience steady job growth between 2015 and 2018. The Gross Domestic Product (GDP) of the county was estimated at \$ 70 billion in 2012, with more than 25% of this product by manufacturing industries. The largest industries are pharmaceuticals (\$ 7.9 billion), computers and electronics (\$ 3 billion), machinery manufacturing (\$1.1 billion) and bio-medical services (\$561 millions). The second largest economic sector in the county is financial services, including insurance and real estate, with \$ 13.7 billion in output. Agriculture is also a powerful economic driver in Ventura County, with an estimated output of \$ 3.3 billion dollars.

Although there are a variety of excellent adult education programs in Ventura County, the VCAEC still has many unmet needs. In Program Area 1, Elementary and Secondary Basic Skills, the needs include: Common assessment tools for measuring student achievement, coordinated professional development for educators, as well as job readiness and time management skills among the participants. In Program Area 2, Classes for Immigrants, the critical unmet needs include: Programs and classes to address the low levels of literacy in native language, lack of transportation for participants to attend consistently, and lack of continuity of ESL curriculum from high school through adult schools and transition to community colleges. The area of Adult with Disabilities needs more emphasis on Adult Education and training to be prepared to compete in the work force, a broader range of student support services and certificate programs design to meet the needs of adults with disabilities. Short term CTE and Apprenticeships also experience several unmet needs which include: a need for more tightly coordinated efforts across educational systems by seeking internship opportunities for job shadowing, mentorships and other links to local businesses; better coordination of internships and support for both interns and employers; and a variety of internship/apprenticeship opportunities in high need areas within the consortium.

The table below provides regional data for the districts participating in the consortium with respect to their English Language Learners, students who qualify for Free and Reduced Lunch which is indicative of district’s socioeconomic status, and cohort drop-out rates

	Conejo	Fillmore	Moorpark	Ojai	Oxnard	Santa Paula	Simi	Ventura
K-12 % OF ELLS	10%	33%	17%	15%	18%	40%	5%	14%
Free & Reduced Lunch 2014-2015	33%	81%	30%	33%	55%	87%	39%	36%
Cohort Drop-Out Rates 2013-2014	2%	13%	6%	5%	11%	6%	10%	6%

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)

By the end of the 2017-18 program year the placements of adults (including but not limited to older adults) seeking education and workforce services will have been expanded significantly through the funding of AB104 Adult Education Block Grant (AEBG) activities and implementation efforts by the Ventura County Adult Education Consortium (VCAEC). These programs will be initiated in the 2015-16 academic year and more thoroughly developed in the 2016-17 and 2017-18 school years. Measurable outcomes are anticipated to increase significantly in each of the years from 2015 to 2018.

The programs specifically supported by the 2015-16 AEBG in the VCAEC will result in the following in Ventura County:

- Free ESL and citizenship services in Conejo Valley*
- Increased numbers of ESL participants in Fillmore, Ojai, Oxnard, Santa Paula and at Ventura County jails*
- Opportunities for Adult basic and Secondary Education (high school diploma or its equivalencies) classes in Fillmore, Oxnard and Ventura County Jails.*
- Counseling for careers or post-secondary educational will be newly available in Fillmore, Oxnard, Santa Paula, Ojai, Simi Valley and Ventura County Jails. Services will include vocational aptitude assessments “employability” or job readiness and job search skill development. Job placement and salary tracking services will be available as well.*

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

Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED) The VCAEC will provide Ventura County’s first pre apprenticeship programs in culinary and hospitality entry level positions in collaboration with the Western Ventura County Lodging association. Job readiness instruction and assessment will occur prior to placements as will job skills and competencies required for the specific jobs. Measurable outcomes will be based on annual numbers of apprenticeships completed, apprentice and employer ratings, jobs attained when apprenticeships are completed, and tracking of salaries.

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)

VCAEC will be able to add new, or increase existing services designed to develop knowledge and skills in elementary and secondary school students succeed academically. Existing programs will include additional sections of Project Help in Moorpark and Project 2 Inspire in Fillmore. Two new programs will be initiated in Ventura. The first is designed to assist ESL parents provide factoring support to first graders in a Title 1 School. The second program will be offered to parents and community members who want to increase their skills as volunteer tutors or who want to prepare for job placements as paraeducators. The classes will be taught in English and Spanish.

2.3d Collection and availability of data. (REQUIRED)

All VCAEC funded members will utilize common criteria for determining:

- 1.) *Attendance of AB104 supported programs by numbers of enrollments and hours of instruction provided in the seven approved areas.*
 - a. *Annual numbers of high school diplomas or their equivalencies (GED, HiSet) attained*
 - b. *Literacy gains. In that all Ventura County adult education programs are mandated to use CASAS for literacy/numeracy and ESL level gains, and “the consortium’s effectiveness in reaching planned targeted outcomes in 2015-16 will affect its funding for the following year, 2016-17 (AEBG AB104 Handbook 2015 p.7),” it is logical to use CASAS as our adopted assessment system for literacy and AE level gains.*
 - c. *CASAS also has a new Workforce Skills Certification System for assessing and profiling work-related basic skills, providing for information to help develop skills in areas of deficiencies and certifying work-related basic academic and soft skills demonstrated at high levels.*
 - d. *Job placements data will be collected and reported by each consortium member which accessed AB104 funding for this purpose, as well as increases in employment status.*

The areas of reporting accountability and corresponding allocations for the AB104 AEBG are:

Member Name	Program Area	Allocation
Conejo Adult School	ESL	\$140,000
Fillmore USD	ABE/ASE, ESL, Adults Training to Support Student School Success	\$504,409
Moorpark USD	AT to SSSS	\$50,000
Ojai USD	ESL	\$60,000

Oxnard AS	ABE/ASE, ESL & CTE	\$300,000
Santa Paula USD	ESL, AWD	\$280,000
Simi Valley AS C.I	CTE	\$385,000
Ventura Adult and Continuing Education	ABE/ASE, ESL, Adults in Workforce, AT to SSSS, CTE & Pre Apprenticeship training	\$585,000
Ventura County Office of Education	Admin Workforce, CTE	\$190,000

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

*For California Community Colleges, Section 87350-87360 establishes the general provisions, minimum qualifications, and hiring criteria for instructors. Additionally, the document **Minimum Qualifications for Faculty and Administrators in California Community Colleges, 9th edition**, was adopted by the California Community College Board of Governors in 2011. This document, for each discipline, provides the minimum qualifications for hiring pursuant to Title 5 requirements and other pertinent statutes.*

*The Commission on Teacher Credentialing has adopted guidance documents that serve to provide parametric standards for adult education teachers. These include **Standards of Quality and Effectiveness for Adult Education Teachers, Guidelines of Quality and Coordination Credential Programs, and Guidelines of Quality and Effectiveness for English Learner Authorization Programs for Career Technical Education Teachers.***

Member organizations, institutions and schools in the Ventura County Adult Education Consortium (VCAEC) are committed to hiring practices that reflect the requirements of state agencies and codified law. Hiring practices for teachers shall be equitable and accessible, with a common process applicable to job creations, vacancies and hires.

The VCAEC AB86 plan targets as a common need for the purpose of facilitating greater articulation and alignment “significant and effective professional development” to bring about the consortium’s vision for adult education. This professional development will be a natural outgrowth from the Strategic Plan that seeks to work “collaboratively to leverage resources and build upon existing competencies.”

The challenge for the intervening time between now and 2017-2018 school year is not to revisit or re-write existing law and process for hiring. Rather, the driving need will be to ensure that as many qualified instructional personnel as possible are invested in the same outcomes, in articulated and clearly defined academic and CTE pathways, and in an understanding and agreement of course alignment that allows for students to move towards goals of certification, employment, and skill improvement.

By the 2017-2018 school year, the commonality of standards will exist with the framework of aligned content, with solid teaching practices emanating from targeted professional development designed for articulation, and underpinned with instructional strategies that benefit the high quality hiring practices that the state of California requires.

2.3f Alignment of academic content and curricula (OPTIONAL)

Member organizations, institutions and schools in the Ventura County Adult Education Consortium (VCAEC) do not have additional information to report at this time.

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

Member organizations, institutions and schools in the Ventura County Adult Education Consortium (VCAEC) do not have additional information to report at this time.

Section 3: Consortium Member Signature Block

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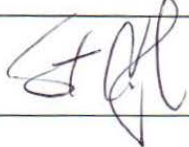
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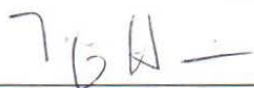
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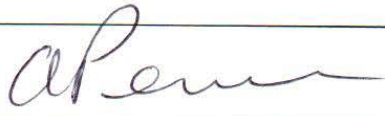
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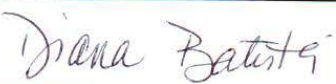
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