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
15-328-63	65 Ventura County

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
Johnson, Teresa	Executive Committee Chair, VCAEC	(805) 289-7925	teresa.johnson@adultedventura.edu
Sanders, Mike	Co-Chair, Ventura County Adult Education Consortium	(805) 497-2761	mikesanders@conejoadulted.org

Funding Channel

The consortium has chosen direct funding

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
Walker, Kathy	Clerk of the Consortium	(805) 289-7925	kathy.walker@adultedventura.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
Castleman, Pamela	Ventura County Office of Education	(805) 437-1421	pcastleman@vcoe.org	10/08/2015
Johnson, Teresa	Ventura Unified School District	(805) 289-7925	teresa.johnson@adultedventura.edu	10/13/2015
Arso, Michele	Simi Valley Unified School District	(805) 579-6200	michele.arso@simivalleyusd.org	11/17/2015
Friend, Frida	Santa Paula Unified School District	(805) 933-8836	ffriend@santapaulaunified.org	10/21/2015
Batista, Diana	Oxnard Union High School District	(805) 385-2578	diana.batista@ouhsd.k12.ca.us	08/12/2015
Beckett, Becky	Ojai Unified School District	(805) 640-4300	bbeckett@ojaiusd.org	11/17/2015
Penner, Alan	Moorpark Unified School District	(805) 816-8779	apenner@mrpk.org	10/27/2015
Cvijanovich, Stefan	Fillmore Unified School District	(805) 524-8037	scvijanovich@fillmoreusd.org	10/20/2015
Sanders, Mike	Conejo Valley Unified School District	(805) 497-2761	mikesanders@conejoadulted.org	10/16/2015
Harrison, Tim	Ventura County Community College District		tharrison@vcccd.edu	09/27/2015

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)
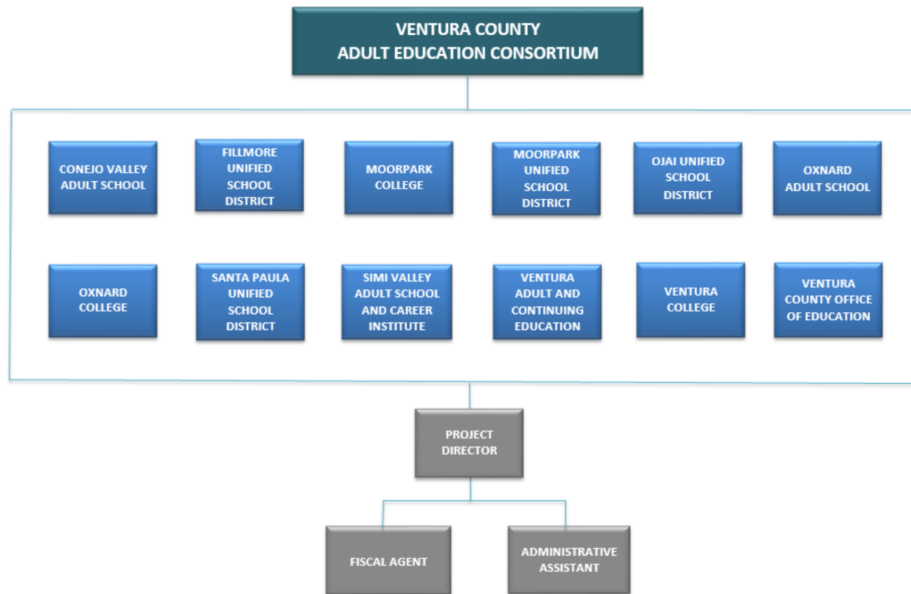
○ Yes
◉ No

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.

Each member is responsible for tracking and monitoring allocations, certifying their expenditures, and ultimately for reporting these expenditures to the Consortium. Conversations regarding expenditures occur frequently during monthly Consortium meetings. In the interim, Consortium staff will liaise with member finance representatives to ensure reports of expenditures are consistent with state expectations, and will alert member representatives / the consortium to any inconsistencies or issues discovered, as well as best practices.

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
🔒 Santa Paula Unified School District	$335,068
🔒 Moorpark Unified School District	$286,426
🔒 Conejo Valley Unified School District	$1,356,434
🔒 Ventura Unified School District	$3,976,517
🔒 Simi Valley Unified School District	$4,777,915
🔒 Oxnard Union High School District	$2,827,147
🔒 Ojai Unified School District	$93,000
🔒 Fillmore Unified School District	$529,629
🔒 Ventura County Office of Education	$208,932
🔒 Ventura County Community College District	$0
Total	**$14,391,068**

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.

A strategic plan has been designed 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 consortium's vision and goals are tied to the plan's primary objectives, designed to address the gaps in service identified in the AB 86 plan:
• 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
By working collaboratively to leverage resources and build upon existing competencies, the consortium believes it can provide robust opportunities for Ventura County adult learners. By the end of the 2016-17 school year, those activities enumerated in this template will either be in process, in place, or fully implemented. Data will evidence both initial gains made as well as set the bar for growth expectations and additional fiscal support for sustainability.

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
American Culinary Federation	Training & Standards	Certified pre-apprenticeship program
ARC of Ventura	Advocacy and Training (special needs)	Collaborate to provide functional academics, job readiness, community awareness, and life skills to Adults with Disabilities
Blanchard Library	Library	Location - co-locating courses in ESL
Camarillo Library	Private Library	ESL/ABE
City of Ventura	Government	Location / equipment to support expanding Encore program
County of Ventura Sheriff's Office	Corrections	CTE, ESL, HSE, ABE / ASE training services
Department of Defense	Veterans Administration	CTE training for veterans
Department of Rehab	Gov	Pre-employment training & CTE to adults with disabilities
Downtown Rotary Club of Ventura	Rotary Club	Support services
Glenwood Care Center	Private Care facility	CTE Clinical site
Hueneme Elementary School District/ South Oxnard Neighborhood For Learning	County Educational	Parenting fo k12 student success
Human Services Agency - Steps2Work	Local Government	Manufacturing skills readiness program
Human Services Agency / Cal Works	County of Ventura	ABE Classes
Mixteco Indigenous Community Organizing Project (MICOP)	Community Organization Project	ESL
Ojai Library	Library	Literacy for English-speaking adults; Burlington English
Oxnard College	Public Education	ESL and Computer Literacy/Basic Computing
Oxnard Housing Authority	Public Agency (City of Oxnard)	ESL and Computer Literacy/Basic Computing
Rotary Club of Ojai	Rotary Club	Job readiness, placement services
Ventura County Area Agency on Aging	Advocacy	Encore Program - computer training, job skills, and placement services to older adults
Ventura County Career Education Center	Public Education	CTE classes/ VESL classes
Ventura County Library/ Port Hueneme Ray D. Preuter Library	Public Library	English as a Second Language classes
West Ventura County Lodging Association	Community-Based Organization	Job placement (w/pre-apprenticeship)
Workforce Development Board of Ventura County (consisting of AJCC & HSA)	Workforce Development, Human Services	Training, Job Placement, Career & Student Services

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

The Food Service and Hospitality program at Todd Road Jail Program is a partnership between Ventura Adult and Continuing Education and the Ventura County Sheriff's Department. This Career Technical Education program was designed to provide inmates with hands-on, individualized instruction from a highly experienced and credentialed chef. Prior to their release, inmates can potentially earn up to three short-term CTE certificates (Food Handler-21 hours, Prep Cook-281 hours, Line Cook-360 hours) depending upon their interests, abilities, and employment goals.

One key element of the program involved providing a safe, supportive, and engaging environment that is positive and respectful. The rigorous and relevant curricula aligned with state academic and career and technical education standards utilizes instructional methods, tools, materials and practices that promote career readiness. There are clear, appropriate, and consistent expectations, allowing inmates to develop collaboration, digital literacy, critical thinking, problem solving, as well as, job specific skills.

Upon release, inmates are encouraged to attend VACE's main campus where job developers will assist them to find a job in the food service or hospitality industry. The Ventura County Lodging Association and members of the program advisory committee are committed to hiring program graduates.

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.

• Expanded offerings in ABE / ASE and ESL / Citizenship among existing Adult Education programs in Ventura, Thousand

Oaks, Oxnard, and Simi Valley
· Launched new programs in ESL, Computer Literacy, and Adults Training for Child School Success in the previously underserved areas Fillmore, Santa Paula, Ojai, and Moorpark
· Pioneered Pre-apprenticeship program in Food Service and Hospitality--the first of its kind in the region--and in conjunction with the American Culinary Federation and Ventura County Sherrif's Department
· Delivered Child Care Assistant Intensive Summer Program at new Fillmore facility in collaboration with Ventura College and the Ventura County Community College District

· Navigating disparate Student Information Systems (SIS) systems across member agencies; student data reporting
· Development and implementation of plans given challenges related to distribution of funds and timeline for state reporting
· Establishing pathways between regional K-12 adult schools and community colleges
· Onboarding new members; understanding state / federal requirements & expectations
· Adapting to the paradigm shift from state allocation to funding based on performance (i.e., measurable outcomes)

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.

· Created new training centers in previously underserved areas of Fillmore, Santa Paula, Ojai, and Moorpark
· Established job and career center and placement services in Simi Valley and Moorpark
· Developed program to provide over 200 Lenovo computers to families enrolled in Paraeducator courses
· Collaborations with (see stakeholder list)--libraries, rotaries, etc.
· Expanding CTE offerings - Oxnard & VCOE
· VESL and job placement - ESL, parent education - coordination between member agencies → VCCC & Fillmore → VCOE & Oxnard

· Establishing pathways between regional K-12 adult schools and community colleges
· Expanding programs for Adults with Disabilities
· Coordinated student support services (& job placement) sustainability
· Increasing employer engagement
· Finding ways to mitigate transportation challenges for prospective students
· Regional collaboration (new) resources for planning and implementation (i.e., personnel, etc.)

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

Program Areas	Budgeted			Spent			+/-
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	
3.1a Adult education (ABE, ASE, Basic Skills)	$0	$0	$0	$0	$0	$0	-
3.1b English as a second language	$0	$0	$0	$0	$0	$0	-
3.1c Pre-apprenticeship training	$0	$0	$0	$0	$0	$0	-
3.1d Career and technical training	$0	$0	$0	$0	$0	$0	-
3.1e Adults training to support child school success	$0	$0	$0	$0	$0	$0	-
3.1f Older adults in the workforce	$0	$0	$0	$0	$0	$0	-
3.1g Services to adults with disabilities	$0	$0	$0	$0	$0	$0	-
Total	$0	$0	$0	$0	$0	$0	-

2016 - 17 Planned Expenditures

	AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0

Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-
5.1a Obj. 3: Seamless Transition	$0	$0	$0	$0	$0	$0	-
5.1b Obj. 4: Gaps in Services	$0	$0	$0	$0	$0	$0	-
5.1c Obj. 5: Accelerated Learning	$0	$0	$0	$0	$0	$0	-
5.1d Obj. 6: Professional Development	$0	$0	$0	$0	$0	$0	-
5.1e Obj. 7: Leveraging Structures	$0	$0	$0	$0	$0	$0	-
Total	$0	$0	$0	$0	$0	$0	-

	AEBG	WIOA	Adult Perkins	CalWorks	LCFF	CCD Apportionment	Incarcerated Adults	Total
	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$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 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.

65venturacounty_160822225428.csv

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 VCAEC Adult School members plan to use the Comprehensive Adult Students Assessment System (CASAS) to determine initial literacy levels, and the CASAS Works Skills Competency System (or similar) to assess job readiness, place students, and inform instruction in ABE / ASE, ESL, workforce development, CTE and pre-apprenticeship programs. CASAS pre- and post-tests will determine NRS Educational Functional Level completions. In addition, Burlington English software will be used for ESL instruction by the majority of VCAEC adult schools, and Apex and Aztec software will provide online curriculum for VCAEC ABE/ASE programs. High School Equivalency certification is provided through GED and HiSET assessments.

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
Apex Learning	Apex Learning	ABE / ASE Training
Aztec-HiSET	Aztec Learning	HiSET Preparation
Burlington English	Burlington English, Inc.	ESL Training
CASAS	CASAS	Assessment
GED	GED Testing Service, LLC	Assessment
HiSET	ETS	Assessment

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 VCAEC adult education programs use ASAP registration and class management software to record enrollment, attendance and demographic information, and CASAS TOPSpro Enterprise to record WIOA performance data. The Consortium is in the process of developing uniform procedures and identifying technological solutions to ensure consistency and accuracy of data collected.

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	Enrollment, Student Progress Tracking
Banner	Elucian	Enrollment, Student Progress Tracking
IPEDs	California Department of Education	Enrollment, Student Progress Tracking
Local Database Programs	Varies	Enrollment, Student Progress Tracking
Q Student Information System	Aequitas Solutions	Enrollment, Student Progress Tracking
TOPSPro Enterprise	CASAS	Enrollment, Student Progress Tracking

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 VCAEC is still in the early phases of learning how to work together to provide programs and services to adult learners within the region. Members have, however, adopted a common curriculum for ESL, GED, HiSET, and diploma completion. Likewise, Members are working together to leverage job placement services utilizing services provided by Simi Valley and the County Office of Education, in addition to its regional partners, the Workforce Development Board of Ventura County and numerous community-based organizations committed to ensuring opportunities for liviing-wage jobs are within reach for all adults within Ventura county. Aligning and articulating between the region's K-12 Adult Schools and its three Community Colleges remains a challenge, though efforts to address this are underway, as evinced by the success of the Intensive Child Care Assistant training program administered this summer, a collaboration between Fillmore Adult School and Ventura College.

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
3.1 Establish common student intake and follow-up procedures across Member agencies	* Fewer gaps in data collected * Improved consistency of data	* Quality and completeness of data collected
3.2 Provide coordinated referral and job placement services via dedicated Employment Specialists and Job / Skills Centers at VCOE and Simi Valley Adult School	* Improved employer engagement * Students are better prepared for job market * Increased transitions from K-12 adult to employment	* # of students making use of services * # of students placed in jobs * # of partnerships and/or MOU's with agencies such as One Stop Centers, Workforce Development Boards, Department of Rehabilitation, AJCC as well as with local employers
3.3 Deliver Intensive Summer Classes in Child Care Assisting Program in collaboration with Ventura College, the Ventura County Community College District, and Fillmore Adult School	* Family and community members will be trained in approved practices to enhance their effectiveness as school volunteers. * Subsequent training in paraeducator qualifying skills will increase the number of paraeducators who will qualify to be interviewed * Current paraeducators see increased wages	* # of students trained * # of students interviewed / hired * # of students with increased wages
3.4 Expand collaboration with Ventura County Sherriff's department to provide instructional services in ABE / ASE, ESL, Computer Literacy, and Pre-apprenticeship program in Hospitality Services at Todd Road and Main Jails	* Academic and developmental training will reduce the rate of recidivism, and support ex-prisoner success in re-entry. * Develop career preparation focused on ensuring gaps in learning and developmental skills are mastered	* Enrollments, Hours of instruction provided, EFL gains in literacy and numeracy, ESL level * gainscomputer certifications, CTE certifications/licenses, * HSDs/HSEs awarded, job readiness and search skills mastered
3.5 Develop Bridge Program between Ventura Adult Schools and Community Colleges	* Increased transitions from K-12 adult school to post-secondary * Improved collaboration between K-12 adult schools and CCD	* # of students transferring to post-secondary * # of students successfully completing courses at VCCCD

Objective 4: Gaps in Services

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

It is too early yet to evaluate the effectiveness of the VCAEC's efforts to meet regional needs such that it may be measured by the outcomes identified in AB104. Achieving those outcomes, however, is an unequivocally shared goal for all Consortium Members, and the Consortium has invested heavily in developing programs in ESL and Adults Training for Child School Success in areas where no services had previously been provided, and in expanding CTE offerings within the region. A collaboration with the Ventura County Sherrif's department has created new opportunities for incarcerated individuals to obtain training in basic skills and workforce readiness. These adults may also participate in the Consortium's pre-apprenticeship program in Hospitality Services. This program alone, and just from January to June, yielded 492 enrollments, 6659 hours of instruction, and 127 certificates awarded in HSE, Alcohol and Drug Rehabilitation, RAP (re-entry), Serve Safe, and culinary postsecondary certifications. VCAEC Members have an established history of success at meeting regional educational needs, and is optimistic that its efforts across program areas will show similar results in time.

Objective 4 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
4.1 Expand Adult Diploma, GED and HiSET training opportunities available in Santa Paula, Ojai, and Fillmore	* Increased enrollments, fewer waitlist students * Increased numbers of awards of GEDs, HSDs * Higher pass-rates for HiSET, GED students	* # of students enrolled * # of students completing training courses * # of HSDs, GEDs awarded
4.2 Develop an Adult Education Program with a focus on ESL and Computer Literacy at Moorpark Adult School and expand programs in ESL / Citizenship at Santa Paula, Oxnard, Fillmore, and Ventura Adult and Continuing Education	* English Language learners will increase their English as a Second Language proficiency levels, learn how to navigate through topics they've collaboratively self-selected, like parent teacher conferences, attending medical appointments, etc., and devleop the skills requird to obtain citizenship. * Increase student enrollment and persistence rates, EFL gains in literacy, numeracy, and computer skills, ESL level gains, job readiness skills, transition to entry level CTE programs.	* # students acheiving educational functioning level gains * # of students completing courses * # of students transitioning to jobs or post-secondary
4.3 Establish new Short-Term CTE programs in Barbering, MUD Makeup, and Graphic Design and continue to provide training in established programs	* Increase enrollment, literacy, numeracy, and computer skills, increased evening CTE program offerings, maintain high levels of completion / placement / licensure to meet COE criteria. Increased internship opportunities, wage increases.	* # students acheiving educational functioning level gains * # of students completing courses * # of students transitioning to jobs or post-secondary
4.4 Provide Workforce Readiness training in computer literacy and financial mathematics to Adult Learners, including Adult Learners with Disabilities	* Increased number of students with disabilities receiving job readiness, community access, functional academics, job readiness and life skills training. * Gains in functional academic skills, independent living skills and job readiness. * Increased opportunities to develop leadership skills.	* # students acheiving educational functioning level gains * # of students completing courses * # of students transitioning to jobs or post-secondary * # of Computer literacy certificate completions
4.5 Deliver Paraeducator Training Program (English and Spanish) at Oxnard Adult School, Ventura Adult and Continuing Education, and Fillmore Adult School	* Increased numbers of English and Spanish-language students enroll in paraeducator training * Greater numbers of students qualify for classified paraeducator positions	* # of enrollments, hours of instruction * # of FSCP certifications awarded * # of students with EFL gains in literacy and numeracy * # of students qualifying for paraeducator interviews * # of obtaining paraeducator jobs * # of students increasing wages
4.6 Expand Parent Literacy Programs to additional sites within the region and provide bilingual ELD TOSA for Parent Outreach and Support	* Parents and adults develop skills to actively contribute to child school success * Improved awareness and access to community resources.	* # of students completing courses * # of students transitioning to jobs or post-secondary

Objective 5: Acceleration

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

In this first year of implementation, the VCAEC has focused first on developing capacity to meet area needs and second on removing barriers that might prevent access to services, and by extension, to living-wage jobs. To this end, it has worked with several of its partners to network support systems to enable student success. All sites provide childcare for Adult Education Students, area libraries have installed Burlington English on library computers for student use; collaborations with community-based organizations provide job training and placement services. In addition, ESL training programs across the region have been created or expanded, as have opportunities for Vocational ESL. Having identified reentry population as a key demographic for the region, the Consortium too utilized an integrated basic skills training model for providing instruction and workforce readiness training. This model contextualizes the development of basic skills with the acquisition of workforce competencies, allowing students to progress through basic skills while pursuing industry recognized certifications in the Food Service and Hospitality career pathway. By providing individualized instruction based on a student's competencies, and putting basic skills content into the context of the student's career goals, courses can be compressed and outcomes are accelerated.

Objective 5 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
5.1 Conduct research into strategies to accelerate student progress and develop plans to pilot select strategies	* Increased knowledge of strategies to accelerate student progress * Pilot pograms / curricula are developed	* # of strategies utilized across agencies * # of pilots planned and / or implemented
5.2 Provide contextualized basic-skills training with Ventura County Sherrif's Department	* Academic and developmental training will reduce the rate of recidivism, and support ex-prisoner success in re-entry. * Develop career preparation focused on ensuring gaps in learning and developmental skills are mastered	* # of students enrolled, hours of instruction provided * # of students achieving EFL gains in literacy and numeracy * # of ESL level gains * # of computer certifications, CTE certifications/licenses * # of HSDs/HSEs awarded
5.3 Expand contextualized CTE offerrings and Distance Learning Opportunities in ESL	* Improved student progress toward academic goals * Higher enrollments and completions	* # of students enrolled, completed * # of Certifications Exams/Licensures awarded
5.4 Expand childcare options available for adult education students	* Increased parent participation * Improved attendance	* # of students making use of services * attendance rates * persistence rates

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.

While the interaction between Member agencies is generally supportive and congenial, it has become clear that ongoing professional development to support continued growth of new Member programs is warranted. Plans are being developed to create shared resources for programs interested in implementing GED and HiSET training, as well as training in core Consortium data systems, such as ASAP and TOPSPro. In addition, this year's reporting has highlighted the need for developing greater awareness of academic delivery models that might accelerate student progress, as well as training in employer engagement strategies to ensure job opportunities are available once students have achieved their academic goals.

Objective 6 Activities

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

Activity	Outcomes Expected	Method of Assessing Impact
6.1 Workshops for VCAEC's New Member Districts for CASAS/Tops Pro, Burlington English, and HiSET	* Improved capacity to implement adopted systems	* # of faculty / administrators attending workshops and trainings * # of sites implementing approved systems
6.2 Professional Development on strategies shown to accelerate student progress toward academic and professional goals	* Increased knowledge of strategies to accelerate student progress * Pilot pograms / curricula are developed	* # of strategies utilized across agencies * # of pilots planned and / or implemented
6.3 Professional Development on employer outreach and engagement	* Increased knowledge of strategies to improve employer engagement * Greater numbers of employers participate in programs	* # of strategies utilized across agencies * # of employers contacted / engaged * # of students transitioning into jobs w/connected employers
6.4 Consortium Resource Training - Transition and Employment	* Increased awareness of referral and job placement / career exploration opportunities available within the Consortium * Increased referrals and greater collaboration between Member agencies	* # of students referred to employment centers and / or specialists * # of students recieving support from resources available * # of students obtaining jobs

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.

In accordance with MOUs, the American Jobs Center Of California (AJCC) will provide on-going training, support and services to job seekers throughout the county.
Strategically locate adult education programs in city libraries, senior centers, and other satellite location centers to increase community access. Establish new computer labs with site partners providing computers, electricity, internet connectivity and security.
Continued sharing of staff, instructional materials, curriculum, strategies, and successful placement practices to assist with the establishment of a new job and career center at SVAS.
Encourage student transitions from ESL/ASE to CTE, by offering inter agency scholarships to graduates for post-secondary training. Expand computer literacy programs to include a second VACE's ENCORE site by partnering with the City of

Ventura. Offer additional paraeducator training in partnership with VUSD. Establish a K-12 student success program in partnership with VUSD by developing and implementing an English for Specific Purposes program to better enable parents to assist with math homework.

Objective 7 Activities

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

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
7.1 Collaborate with Ventura County Sherriff's Office in the Provision of Training and Job placement services	Todd Road Jail /VACE/ Bridges to Work	Training space, industry kitchen, equipment, 2 computer labs, office space with teacher computer and phone, and logistical support (student referrals) and staff	* Numeracy and Literacy gains * CTE, HSE, Basic Skills, ESL completions * Increased job readiness, placement	* CASAS * Certificate attainment * Job Placements
7.2 Develop action plan with Workforce Development Board of Ventura County and Ventura County Human Services Agency to establish America's Job and Career Center Program	AJCC	Training space, computers, instructors, software, job developers, referrals,placement assistance	* Increased number served * Increased job readiness * Increased placement	* Attendance ·Completions/Certificates ·Placements
7.3 Establish Workforce Development Academy with Workforce Development Board of Ventura County	AJCC	Training space, utilities, referrals, security	·Numeracy and literacy gains * Computer literacy * Job readiness skills / increased wages	* CASAS * Certificates * Job Placement

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.