

65 Ventura County | 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)

VISION

The mission of the Ventura County Adult Education Consortium (VCAEC) is to increase access, equity, and learner success for all adult students within its service area. The consortium's overarching goals are as follows:

- * Gaps in Service: Expand programs and services to meet the needs of previously underserved areas
- * Counseling and Student Support: Develop, enhance, and refine comprehensive counseling and support services to ensure student success
- * Alignment and Articulation: Align and articulate courses, programs, and services to provide pathways to academic and career endeavors;
- * 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, VCAEC has made great strides toward realizing these goals, and particularly, those related to the expansion of services and improved student support services. The Consortium plans to focus its efforts in the year to come on shoring up its career pathways across segments and ensuring robust transition supports for students seeking to enter the workforce or postsecondary study.

KEY ACCOMPLISHMENTS

- * Enrolled nearly 17,000 students in AEBG-funded programs across Consortium agencies. The majority of these were English Language Learners (6,489), individuals seeking training in ABE / ASE (6,251), and CTE (3,326). 2,273 students achieved gains in educational functioning levels, 346 students earned HSD/HSEs and 187 transitioned into post-secondary study, with an additional 526 students earning post-secondary level certificates.
- * Expanded programs ESL / EL civics and Parent Institute for Quality Education (PIQE) programs in previously underserved areas of Fillmore, Santa Paula, Ojai, and Moorpark, and launched new HSD programs in Santa Paula, Ojai, Fillmore, and Moorpark
- * Expanded services in ABE/ASE, ESL, HSE, Re-Entry Planning (RAP), and CTE classes for incarcerated population at Todd

Road Jail, serving over 1500 inmates and increasing certificates awarded in HSE, RAP, ServSafe and Food Service and Hospitality from 127 in 2015-16 to 444 in 2016-17 (This program was highlighted by Burlington English and showcased here: <https://www.youtube.com/watch?v=i6rMMYNTTCU&t=31s>)

- * Completed Consortium-wide adoption of Burlington English, TopsPRO, and CASAS, and provided coordinated training to all participating agencies
- * Invested in dedicated staff to assist member agencies provide career counseling and job placement
- * Increased collaboration among AJCC, Simi Valley Library, and other local education / training providers and employers
- * Initiated review and evaluation of selected CTE programs as part of alignment activities with agency members and partners
- * Collaborated with the American Culinary Federation and the Ventura County Lodging Association to implement a two-year culinary pre-apprenticeship program

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.
<p>Programs to improve literacy, numeracy, and employability skills, as well as citizenship preparation to ESL / ELL population</p> <p>----</p> <p>Parent Literacy Programs and bilingual ELD TOSA for Parent Outreach and Support</p>	<p>* An estimated 11% of the population has limited English Speaking Skills</p> <p>* 5-year data shows a steady increase in enrollments in this program area, and has the greatest enrollments overall</p> <p>* Despite high enrollment numbers, the ESL/ELL community of need remains underserved; it is currently estimated the Consortium is meeting only 9% of the need</p> <p>---</p> <p>This has been identified as a priority for the Consortium based on its three-year plan</p>	<p>* # of students enrolled</p> <p>* # of students completing training</p> <p>* # students achieving educational functioning level gains</p> <p>* # of students passing citizenship exam</p> <p>---</p> <p>* # students achieving educational functioning level gains</p> <p>* # of students completing courses</p>
<p>Adult Basic Education, Adult Diploma, GED and HiSET training opportunities</p>	<p>According to ACS 5-yr estimates, over 100k adults in Ventura County do not have HSDs or HSEs</p>	<p>* # of students enrolled</p> <p>* # students achieving educational functioning level gains</p> <p>* # of students completing training</p> <p>* # of HSDs, GEDs awarded</p>
<p>Workforce Readiness and soft skills, and in particular, computer literacy and financial mathematics to Adult Learners, including Adult Learners with Disabilities and Older Adults</p>	<p>This has been identified as a priority for the Consortium based on its three-year plan</p>	<p>* # of students enrolled</p> <p>* # students achieving educational functioning level gains</p> <p>* # of students completing training</p> <p>* # of students transitioning to jobs or post-secondary</p> <p>* # of students with improved wages</p>
<p>Improved cross-sector collaboration and aligned CTE pathways leading to industry-valued certification and / or post-secondary study</p>	<p>This has been identified as a priority for the Consortium based on its three-year plan</p>	<p>* # students achieving educational functioning level gains</p> <p>* # of students completing courses</p> <p>* # of students transitioning to jobs or post-secondary</p> <p>* # of students with improved wages</p> <p>* Program alignment / articulation agreements</p>
<p>Coordinated student support, referral and job placement services across regional training providers</p>	<p>This has been identified as a priority for the Consortium based on its three-year plan</p>	<p>* # of students making use of services</p> <p>* # of students placed in jobs</p> <p>* # of partnerships and/or MOU's with agencies such as America's Job Centers, Workforce Development Boards, and Department of Rehabilitation</p>

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.

Expand ESL and basic education (literacy, primary and secondary) to meet the needs of the currently underserved population in El Rio School District Area

Continue to provide education and training in all allowable AEBG program areas to the region's adult learners

Provide Elementary and Junior High Level Educational Services in partnership with the Mexican Consulate to Spanish Speaking Students seeking to complete primary education and transition into Spanish pre-GED, GED, and ESL courses

Collaborate to provide consistent, coordinated messaging regarding services and programs provided by Consortium members and partners

Expand the Will Rogers K-12 Math/Adult ESL Project to include parents of 4th grade students from additional elementary schools in the Ventura Unified School District.

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?
3.1 Establish common student intake and follow-up procedures across Member agencies	4 - Mostly implemented	Lack of clarity regarding intake and follow-up for agencies providing only student support services	The consortium will implement this following state guidelines	Reasonable, common-sense policies regarding funding and tracking for member agencies providing only academic and / or support services
3.2 Provide coordinated referral and job placement services via dedicated Employment Specialists and Job / Skills Centers at VCOE and Simi Institute for Careers & Education	3 - Somewhat implemented	Collaboration across agencies; lack of uniform training and approach	The Consortium will be coordinating with VCCCD to provide training and establish shared procedures for tracking students served and measuring outcomes	Professional development on cross-segmental approaches to providing student support services
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	5 - Fully implemented	n/a	n/a	n/a
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	5 - Fully implemented	n/a	n/a	n/a
3.5 Develop Bridge Program between Ventura Adult Schools and Community Colleges	2 - Mostly not implemented	Identifying channels and advocates for programs; understanding CCD policy	The VCCCD has hired a district-level director of contract education who is working closely with the Consortium to identify opportunities to develop stronger linkages across agencies	Professional development on CCD policies and best practices for establishing long-term institutional relationships that go beyond articulation agreements among faculty

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.

- Increase participation in regional training initiatives such as Strong Workforce and WIOA II, as well as 3SP and student equity
- Explore development of CTE career pathways among K-12 and CCD agencies, and in particular, within the manufacturing sector, and support VCCCD's efforts to increase offerings among its colleges that build career pathways from adult schools to community colleges.
- Create individualized learning plans for all students based on diagnostic assessments

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?
5.1 Conduct research into strategies to accelerate student progress and develop plans to pilot select strategies	1 - Not at all implemented	Coordinating across agencies to identify opportunities where all interested parties may attend; likewise, establishing a uniform set of policies regarding reimbursement procedures across K-12 and CCD segments poses a challenge	No significant interventions are planned; agencies will leverage technical assistance provided by the state and pursue opportunities as they align with each members' individual plans	The webinars devoted to best practices have been helpful; regional trainings might be valuable as well
5.2 Provide contextualized basic-skills training with Ventura County Sheriff's Department	5 - Fully implemented	n/a	n/a	n/a
5.3 Expand contextualized CTE offerings and Distance Learning Opportunities in ESL	3 - Somewhat implemented	Changes in personnel and reductions in district funding	None	Baseline funding for member agencies; greater scrutiny and guidance for districts seeking to sweep funding from adult schools
5.4 Expand childcare options available for adult education students	5 - Fully implemented	n/a	n/a	n/a

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).

- Provide workforce and integrated educational and vocational training to communities in need.
- Expand course offerings leveraging blended, online, and other modalities to accelerate student progress
- Implement year two pre-apprenticeship activities in conjunction with the American Culinary Federation Guidelines

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?
6.1 Workshops for VCAEC's New Member Districts for CASAS/Tops Pro, Burlington English, and HiSET	5 - Fully implemented	n/a	n/a	n/a
6.2 Professional Development on strategies shown to accelerate student progress toward academic and professional goals	1 - Not at all implemented	Coordinating across agencies to identify opportunities where all interested parties may attend; likewise, establishing a uniform set of policies regarding reimbursement procedures across K-12 and CCD segments poses a challenge	No significant interventions are planned; agencies will leverage technical assistance provided by the state and pursue opportunities as they align with each members' individual plans	The webinars devoted to best practices have been helpful; regional trainings might be valuable as well
6.3 Professional Development on employer outreach and engagement	3 - Somewhat implemented	Member agencies have, over time, developed robust relationships with area employers. Developing an integrated system that leverages those relationships to support placement for all members will require greater exploration.	The Consortium would like to investigate successful models of collaboration across agencies with regard to employer outreach and engagement	Professional development on providing integrated approaches to coordinating outreach; greater clarity on forthcoming performance-based funding
6.4 Consortium Resource Training - Transition and Employment	3 - Somewhat implemented	Standardizing training for counseling staff across segments	The Consortium will be coordinating with VCCCD to provide training and establish shared procedures for tracking students served and measuring outcomes	Professional development on cross-segmental approaches to providing student supportive services

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.

Administer shared training for employment specialists in conjunction with VCCCD, which will include concrete outcome measures and inter-agency referrals

Provide shared professional development on Burlington English, APEX, ASAP, and CASAS

Strengthen professional development and support for teachers, administrators and classified staff on AEBG and adult education in general

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?
7.1 Collaborate with Ventura County Sherriff's Office in the Provision of Training and Job placement services	5 - Fully implemented	n/a	n/a	n/a
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	2 - Mostly not implemented	There are logistical and geographical constraints that members have yet to resolve.	The consortium will limit its engagement to fewer agencies where the value add to coordinating resources with the AJCC is more clearly identifiable.	n/a
7.3 Establish Workforce Development Academy with Workforce Development Board of Ventura County	5 - Fully implemented	n/a	n/a	n/a

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.

- Leverage regional training for employment specialists provided by VCCCD
- Explore sub-regional opportunities to work more closely with AJCC and other partner agencies
- Coordinate and produce regional research and demand studies that provide gap analysis, to assist in developing more comprehensive programs for the consortium.

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	\$14,300,804	\$14,057,670	\$243,134
2016-17	\$14,391,068	\$13,287,382	\$1,103,686
Total	\$28,691,872	\$27,345,052	\$1,346,820

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

Ensuring common understanding of AEBG funding sources and reporting requirements proved challenging early on, which were compounded by changes in member agency representation and fiscal management structures. The Consortium has, however, actively worked to address this challenge and is confident that it will not encounter these issues in the 2017-18 program year.

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

The Consortium anticipates that it will expend all remaining funds in accordance with state guidelines by the end of the grant period.

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)

A handwritten signature in black ink that reads "Kathy Walker". The signature is written in a cursive style and is contained within a dashed rectangular box.

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