# Antelope Valley AB86

# Regional Comprehensive Plan

## 2015

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# PART ONE: PROJECT MANAGEMENT PLAN/OVERVIEW OF CONSORTIUM

In this section, the Antelope Valley AB86 Consortium will provide an overview of the region it represents including pertinent geographic, population, demographic and agency specific information regarding the three primary member organizations: Antelope Valley College (AVC), Antelope Valley Union High School District (AVUHSD) and Southern Kern Unified School District (SKUSD). Later, we will discuss the organizational structure, member organizations, partner organizations, shared leadership strategies, description of the planning process, description of teacher and faculty involvement, and our communications plan. The demographic and economic profiles of the region are included in Objective 2 Current Needs.

## Antelope Valley College

The AVC region includes 40 percent of the land mass of Los Angeles County, as well as a small section in the southeastern part of Kern County.  The geography is characterized by a broad, flat, high desert valley that merges into the San Gabriel Mountains. These mountains serve as a physical divider between the Antelope Valley and the Los Angeles Basin. Also, located between the mountains and the flat, high desert valley is the California Aqueduct, one of the main sources of water for Southern California. This aqueduct runs through nearly the entire region.  The cities of Palmdale (pop. 152,750) and Lancaster (pop. 156,633) contain about 81 percent of the service area population. The rest of the population is dispersed somewhat equally throughout the region. The location of the AVC campus is in the center of the region and the adjacent rural areas. The nearest community colleges in other regions are at least 50 miles away, making the commuting time to these locations over an hour in length. Despite this long commute, some students still choose to attend classes at other college districts.

Additional residential centers in the Antelope Valley include the smaller communities of Quartz Hill, Antelope Acres, Rosamond, Littlerock, Pearblossom, Acton, Sun Village, and Lake Los Angeles.  Finally, residential areas such as Leona Valley, Green Valley, Lake Hughes, and Lake Elizabeth exist in outlying regions.
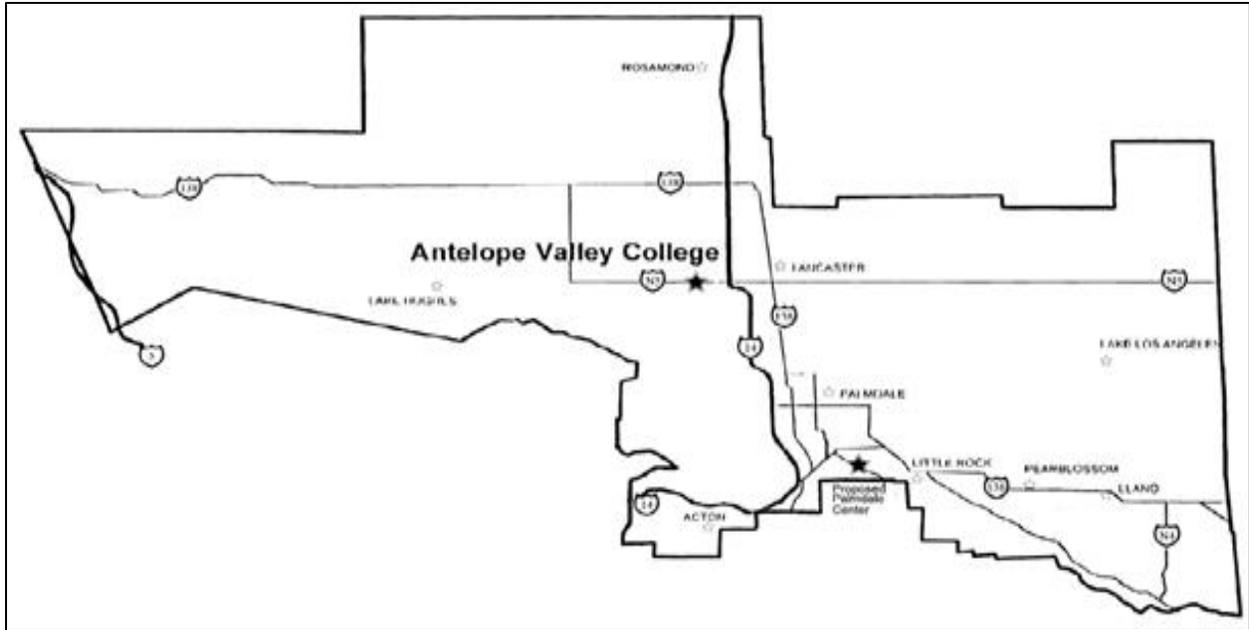
The Antelope Valley Community College District region has a service area of 1,945 square miles. Within this service area, the two main cities are Lancaster, where the only college of the District is currently located, and Palmdale, where a second campus center located. Table 1 outlines the most recent data collected on current population estimates for AVCCD service area.

**Table 1: Population of Cities in AVCCD Region**

| City | Adult Community | Total Community |
|---|---|---|
| Acton | 5,924 | 7,596 |
| California City | 10,671 | 14,120 |
| Edwards | 1,292 | 2,063 |
| Lake Hughes | 544 | 649 |
| Lake Los Angeles | 8,239 | 12,328 |
| Lancaster/ Quartz Hill | 109,473 | 156,633 |
| Littlerock | 958 | 1,377 |
| Mojave | 2,940 | 4,238 |
| Palmdale | 102,236 | 152,750 |
| Rosamond | 12,860 | 18,150 |
| Tehachapi | 11,815 | 14,414 |
| Total | 266,952 | 384,318 |

*Source: 2010 US Census*

**Table 2: Population Distribution by Race**

| Race | Total Community | AVC Enrollment |
|---|---|---|
| African-American | 11.2% | 22.3% |
| American Indian or Alaska Native | 0.7% | 0.4% |
| Asian | 2.7% | 2.0% |
| Hispanic / Latino | 30.7% | 41.6% |
| Native Hawaiian or Pacific Islander | 0.2% | 1.8% |
| Two or More Races | 3.7% | 4.7% |
| Other/Unknown / Non-Respondent | 14.6% | 1.5% |
| White | 36.3% | 25.5% |

*Source: 2010 US Census, Antelope Valley College Educational Master Plan 2013, and Student Success Scorecard 2013*

**Table 3: Population Distribution by Age Group**

| Age Group | Total Community | AVC Enrollment |
|---|---|---|
| <20 | 34.2% | 26.4% |
| 20 - 24 | 7.7% | 34.1% |
| 25 - 34 | 13.5% | 25.1%* |
| 35 - 49 | 21.2% | 14.4%** |
| 50+ | 23.4% | |

*Source: 2010 US Census*
*\*25-39*
*\*\*Data unavailable after age 49*

**Antelope Valley Union High School District**

The Antelope Valley Union High School District (AVUHSD) covers the geographic area from San Bernardino County on the east to Ventura County on the west with Kern County on the north and the San Gabriel mountains/Angeles Forest on the south.

Approximately 25,000 students are educated in eight (8) comprehensive and four (4) continuation high schools. AVUHSD also offers additional educational opportunities through its Career and Technical Education, Regional Occupation Program (ROP) and Adult Education programs. There are two campuses for its Adult Education programs.

Ethnic composition of the AVUHSD is:

| | |
|---|---|
| American Ind. /Alaskan Native | 0.5% |
| Asian | 1.6% |
| Pacific Islander | 0.3% |
| Filipino | 1.7% |
| Hispanic | 47.5% |
| African American | 21.2% |
| White | 26.7% |

Based on census data (2008-2012) for the city of Lancaster, almost 20% of the adult population does not have a high school diploma and only 16% have Bachelor's degree. Also, for the city of Palmdale, 27% of the adult population lack a high school diploma and only 14.7% have a Bachelor's degree or higher. Data from the California Department of Education show a dropout rate of 6.4% for Antelope Valley UHSD, which is over 1600 students. The need to earn a high school diploma is important for residents in order to find a job with sustainable wages or retain their existing one. Census data (2008-2012) show that 21% of persons fell below the poverty level in Lancaster and almost 20% fell below the poverty level in Palmdale. The percentage of free and reduced lunch meals as reflected from the Antelope Valley District's needs analysis indicates a range between 60-70%.

**Southern Kern Unified School District**

The Southern Kern Unified School District (SKUSD) is located in the unincorporated town of Rosamond. Rosamond was founded in 1877 as a small mining and cattle ranching community. Now, this growing community boasts a population of 18,150 of which 50.5% are male and 49.5% female.

Ethnic composition of the SKUSD is:

| | |
|---|---|
| American Ind. /Alaskan Native | 0.5% |
| White | 44.5% |
| Hispanic | 37.7% |
| Black | 7.7% |
| Asian | 4.6% |
| American Indian | 1.0% |
| Other | 5.2% |

For its population 25 years and over, 81.8% have high school diplomas, 12.8% have bachelor's degrees, 3.4% have graduate or professional degrees, and 11.6% are unemployed, compared to the state's rate of 9.3%. Rosamond High School enrolls approximately 750 students annually. The AVC campus is 14 miles from Rosamond.

**Progress Report for Antelope Valley AB86 Consortium**

Below, the consortium reviews its processes, assessments, evaluation and accountability regarding the implementation of this AB86 planning project as of December 31, 2014.

**Processes**

Continuing since submission of the project management narrative, the consortium has met regularly, rotating the hosting sites between members. In consortium meetings, there have been discussions regarding the geographic area and adult education services in general, gaps, stakeholder identity, and research and data regarding each of the program areas. The consortium also hosted three community planning events which invited a diverse group of representatives, including industry, social service, education, and government. Shared leadership has continued through the oversight by co-directors from Antelope Valley College and AVUHSD. Consortium funding has been equitably distributed among the member organizations to address local and regional work group needs and development, while maintaining flexibility.

**Assessments**

Formal assessments of consortium efforts have occurred thus far in the form of feedback collected at public meetings open to members and potential partner organizations. At the December 8, 2014 (3rd) Community Forum, participants, which included faculty and students, provided feedback about the event and the Consortium's planning efforts. They rated the sessions "quite" to "extremely" productive, and appreciated the networking with other stakeholders, the group discussions, and the "collaboration and awareness of common needs, concerns, ideas/suggestions, and hope." Their main concern was that there was not enough time to process all of the information. Participants would also like to see more industry representation at future meetings. The two most prevalent additional services they would like to see in our area are more support services and more employment preparation training (CTE, apprenticeship).

**Evaluation**

A number of progress benchmarks were created outlining the consortium's work regarding stakeholder involvement and each of the plan objectives. These benchmarks have been met and/or updated and revised as necessary throughout the planning period to date. Community representatives have provided input with respect to needs of the region, as well as their eagerness to participate in future discussions and events.

**Accountability**

Each of the consortium members has accepted responsibility for the AB86 legislation as it relates to its respective service area, and is moving forward with required consortium activities and reporting. Likewise, consortium partners recognize and accept the important role they play in the statewide efforts to improve adult education. The

consortium plans to continue collecting and analyzing multiple data sources to drive these efforts.

## 1.1 Organizational Structure

AVC Dean of Instruction, Dr. Charlotte Forté-Parnell, and AVUHSD Regional Director, Dr. Steven Radford, assumed the roles of co-chairs.  These roles began in the initial planning stages of the consortium, and have continued as new members have joined the group.  Through an agreement between the President of AVC and the Superintendent of the AVUHSD, the decision was made to have the AVUHSD become the fiscal agent for the planning phase of the project.  This arrangement was also agreed to by SKUSD when it joined the consortium. These principles will assist in decision-making and priority setting as we move forward with the planning process.  Members of the consortium have committed to making decisions that are in the best interests of the adult students being served in the Antelope Valley.  While we do not anticipate issues, should disputes arise that cannot be decided through consensus, each member of the consortium will have a vote to determine the outcome that the majority of members feels best meets the needs of the students being served.

The consortium has, and will continue to have, regular meetings. Initially, these meetings were biweekly on Friday afternoons, however the group has agreed to adjust meeting times, more or less frequently, as necessary, and to rotate meeting locations to include all member organizations.  This allows members to participate as a meaningful group with a better understanding of the locales and their offerings for future planning.

The consortium members have continued to work on creating guiding principles to lead their work.  These principles will continue to grow and expand as the consortium moves forward to meet the needs the students and community.

The consortium strives to serve the diverse needs of the adult learners in our community.   Our overarching mission is to strengthen adult education in the Antelope Valley.  We will meet the educational and career training goals necessary for community members to provide a sustainable living for themselves and their families.  We will provide seamless, high-quality, affordable opportunities for adult education; provide opportunities to obtain digital literacy; meet local and regional economic and workforce development needs; increase efficiency/reduce duplication of effort through collaboration with other education partners in order to maximize and leverage available funding; and build capacity in instructional staff and administrators to meet the needs of the adult students being serviced.  We will provide equal access to services for all community members, so that all will have an equal opportunity to succeed in their career and life aspirations.  We will provide programs so that students may overcome

illiteracy, gain English language skills, receive a high school diploma or GED, and transition to the world of college and career in order to become productive citizens of society.

## 1.2 Member Organizations

The Antelope Valley AB86 Consortium has existing collaborative relationships among the community college district and school districts related to adult education. These relationships played an integral role in informing the planning throughout the process.

Currently, Antelope Valley College (AVC) has collaborative relationships with both Antelope Valley Union High School District (AVUHSD), and Southern Kern Unified School District (SKUSD).  These relationships not only allow students to transition through the programs offered successfully, but they also allow leadership from each entity to work together collaboratively on various projects.

AVC and AVUHSD have collaborative relationships in the following areas:

- AV Higher Education Consortium
- Carl Perkins Post-Secondary grant
- K-16 bridge programs
- AV Curriculum Articulation Committee
- Math Science Engineering and Technology Consortium (emerging AV East Kern STEM Network)
- AV Career Prep Council
- SB70 and SB1070
- CTE Transitions grant
- Articulation MOU's
- Adult Education classes

AVC and SKUSD have collaborative relationships in the following areas:

- Articulation MOU's
- AV Curriculum Articulation Committee
- Math Science Engineering and Technology Consortium (emerging AV East Kern STEM Network)

The relationships developed through work with these programs will influence the planning process going forward by allowing us to build on the foundation of partnerships previously established in the Antelope Valley.  Over the years, we have created an environment of collaboration and respect that has served as a base for our adult education and community college efforts.  Having a relationship in place speeds up the planning process and allows us to get straight to the heart of the problems facing the Antelope Valley.

AVC is a pilot campus for the Chancellor's Office Online Education Initiative (OEI) for the Student Readiness component. As a result, AVC will also participate in the Online Tutoring component. This pilot will help students determine whether or not they have the requisite skills to be successful in online courses, and provide them with online tutoring support multiple content areas.

### 1.3 Partner Organizations

Below, we list any identified partners and describe how these relationships may inform the planning process going forward.

AVUHSD has a referral process with many public social services agencies that could be identified as partners. These agencies include:

- GAIN (Greater Avenues of Independence)
- GROW (General Relief Opportunities for Work)
- DPSS (Dept. of Public Social Services)
- CCRC (Child Care Resource Center)
- The Department of Rehabilitation
- Department of Veterans Affairs
- CalWORKs offices
- Tribal TANF (Temporary Assistance to Needy Families)
- Foster Assessment Center and Testing Service
- Easter Seals
- Los Angeles Family Housing
- Southern California Housing Development Corporation
- EDD Work-Source CA Antelope Valley One Stop Career Center office.

Each of these agencies commonly refers clients to AVUHSD to receive both adult education and career-technical education or training. These potential partners can inform the planning process by identifying their clients' needs and how adult education will benefit them in their road to self-sufficiency.

Moving forward, the consortium plans to continue working with the Work-Source and Workforce Investment Board paving the way for students to gain the skills necessary for gainful employment. As we move forward, these relationships will prove to be invaluable in terms of identifying any existing gaps for adults in the community and offering those services.

AVUHSD currently has relationships with local K-8 school districts. In creating pathways to higher education, these districts could become consortium partners.

- Eastside Union School District
- Keppel Union School District

- Hughes-Elizabeth Lake School District
- Lancaster School District
- Palmdale School District
- Westside Union School District
- Wilsona School District
- Gorman

Adult education classes for ESL, Citizenship, and GED are offered at various member locations throughout the Antelope Valley.  Leveraging these partnerships can help the consortium by making adult education classes accessible at even more locations throughout the Antelope Valley. In addition, AVUHSD offers classes for adult students with disabilities at Desert Haven Enterprises, Inc.  AVC contracts with Desert Haven to provide services for both the Lancaster and Palmdale campuses.  These services are provided by Desert Haven students. Through these programs, adults with disabilities are given life skills, work skills and independent living skills.

AVC has a referral process set up with local, state and federally funded youth leadership development community organization, Advancing Communities Together, which operates Antelope Valley YouthBuild (AVYB).  AVYB operates an apprentice preparation program with an industry recognized certificate at completion and provides supportive services and alternative education through its on-site partner, YouthBuild Charter School of California, a WASC accredited academic provider.  AVYB serves students who have not been successful in traditional school settings.  Several AVYB graduates have transferred to Antelope Valley College and AVC students have taken advantage of YouthBuild's training programs.  This relationship will continue to build throughout our planning efforts, including teacher and staff participation in the AB86 planning process.  Their teachers and staff shall participate in the AB86 planning process.

Through the AVC STEM Co-Op grant, the college partners with school districts to provide professional development to faculty. This ongoing relationship will provide an eager base of faculty who are ready and willing to participate with the consortium to continue planning for the development of students in Science, Technology, Engineering and Math related disciplines.

AVC has partnerships with institutions of higher education including:

- Brandman University
- California State University Bakersfield (CSUB)
- California State University Northridge (CSUN)
- California State University Long Beach (CSULB)

AVUHSD has partnerships through the extended learning divisions of CSULB and CSUB.  SKUSD has an established partnership with CSUB.  Through these reciprocal partnerships, students are referred and receive course advisement and information on financial aid.  These partners will be invited to participate in helping to define the gaps, needs, and solutions in adult education from their perspectives.

Additionally, AVC has a partnership with:

- California State Prison-Los Angeles County
- Paving the Way Foundation – Janie Hodge

Additionally, AVUHSD provides GED preparation classes for the inmates at:

- Juvenile Camp Challenger: This agency may be approached about joining the consortium as a partner.

The consortium has developed the qualifications and qualities we would like our partners to possess. With these qualifications, we will continue to approach potential partners about working with the consortium. Moreover, we intend to contact businesses in the Antelope Valley and invite them to participate in the consortium's on-going planning meetings. The relationships formed with these partners will help guide the development of programs for the future by identifying local needs, and coordinate existing services available to adults in the community. The partners will serve as "experts" when determining community needs and specific program needs, or skills students should have upon completion of a program.

The Antelope Valley AB86 Consortium has already extended a hand to the faith-based community to participate in future community meetings as the consortium deems these stakeholders crucial to the success of the adult education community.

## 1.4 Shared Leadership Strategies

In this section, the consortium describes the shared leadership strategies that may be used during the planning project. Examples may include meetings, MOUs, co-chairs, decision-making processes (including resource allocation), advisory groups, and consortia member and partner agreements.

Strategies for shared leadership include sharing ideas, input, and feedback from all member districts. No one institution will control the process. All decisions including resource allocation will have the consortium team members' consensus. Resources will be allocated based on the standard procedures currently used by the fiscal agent.

The consortium has set up informal advisory groups to assist with planning throughout the grant process. These groups currently consist of district leadership from each of the member organizations. Member roles in the consortium will be active participation and decision making to align educational opportunities with students' needs in the community. Moving forward, the consortium will look to add community members and additional stakeholders to the advisory groups to ensure all community needs are being met. At that time, these advisory groups will be formalized.

Formal agreements with partners will be drawn to identify expectations. Partner roles in the consortium will be to provide expert input to help facilitate the education and training components in the five program areas outlined by AB86. We will collaborate with business partners, educational partners, social agencies, state and local officials, and workforce agencies to create a strong, student-centered vision for the adult students in the Antelope Valley.

## 1.5 Description of the Planning Process

In this section, we will identify the co-chairs, project directors, and/or the person(s) responsible for oversight of the project, and describe the roles and responsibilities that they will assume, including the timely submission of required reports.

During the initial planning stages, Dr. Charlotte Forté-Parnell, Academic Dean at AVC and Dr. Steven Radford, Regional Director at AVUHSD, are co-chairs for the oversight of the project. Dr. Radford is the representative of the fiscal agent and has assumed the responsibility for the submission of the required reports. Dan Wexler, Director of Technology from Southern Kern Unified School District, created a Google Site to use for the project. The site is used to share Google Docs by all members of the planning team. Key personnel of the planning team from all three districts gather information and participate in the write-up of the planning project, provide input, and participate in regular meetings. Meetings are adjusted as needed throughout the process.

As we move forward and the performance period begins, there will be a need to more fully define the roles and responsibilities of each member of the planning team in regards to the Regional Comprehensive Plan and Expenditure Report. Each planning team member will be responsible for holding meetings and for gathering the information from their respective districts pertaining to the subject being discussed. Faculty, students, and teachers will be engaged and encouraged to participate during these meetings. Collaboration is the key among all agencies.

An additional role of the consortium will be to vet the federal, state, and local funding opportunities, to determine if they will be supportive and beneficial to the AB86 mission.

The consortium will build on its five workgroups -- consisting of members, partners, students, and faculty -- to focus on the needs of each AB86 programmatic area.  These workgroups will report back to the consortium at regularly scheduled meetings.

There will be a need for classified clerical staff as we move forward, in particular staffs to handle financial obligations through the business office of the fiscal agent. There may be a need for clerical assistance to help gather and analyze information and data to comply with the comprehensive plan documentation.  There will be a need to fund existing certificated employees for professional development opportunities to attend various training workshops or conferences related to the planning and implementation of the AB86 grant. Additional hours may be necessary for certificated or classified employees to visit other programs to view best practices and record success stories.

## 1.6 Description of Teacher and Faculty Involvement

One of the primary groups that has voiced an interest in participating in AB86 planning is faculty. The Antelope Valley AB86 Consortium has ensured the ongoing involvement of faculty from each member organization.  This has required stipends, professional development funding, travel, and a supplies budget.

## 1.7 Communication Plan

In this section, we will explain how the planning process will be communicated to districts, adult education providers, and other organizations in the region.

The consortium members have communicated through regularly-scheduled meetings and by sharing documents through the developed Google Site. The consortium has developed a series of presentations for each of the various stakeholder groups.  The level of formality and depth of information depends on the intended audience.  A presentation to a board of education or city council may be less interactive than a presentation to a potential partner organization.  The committee has also created periodic news briefs, which have been disseminated to the leadership of each membership organization, to potential partners, potential students, and other appropriate stakeholders such as local adult education providers.

Communication with outside agencies and potential partners will be done in numerous ways. The consortium will look to connect with the community through social media sites such as Facebook and Twitter.  Community forums and planning meetings will be announced to masses of people through these outlets.  The consortium will also create a website dedicated to the planning of AB86.  This site will contain announcements of information and upcoming events, and updates on the planning process as a whole.

This site will be linked to the web pages of each consortium member.  Additionally this site will allow community members to leave feedback for the consortium that can be addressed at future planning meetings. Communication with students will be addressed through channels similar to those mentioned above.  Additionally, we will make announcements to large groups of community members through the use of the AVUHSD SchoolMessenger automatic dialing system and AVC's mass student email process.

Communication with staff will occur though regular staff meetings, specific professional development meetings, and staff focus group meetings aimed at gaining feedback on the planning process.

We will also employ proven strategies that will be used for outreach to regional stakeholders. For example, the consortium will seek to communicate with regional stakeholders through a series of advertisements and a dedicated website announcing community forums.  These announcements will be made through local media, automatic dialers to potential students, informational literature distributed at community events, and social media channels.  The consortium will also leverage relationships with current community organizations such as the Antelope Valley Board of Trade and Greater Antelope Valley Economic Alliance to spread the word of these forums to organizations throughout the region. As we move forward, formal processes, including the website, will be used for sending out communications to reach community stakeholders. The goal is to keep all agencies apprised of the planning and transitional processes.

**PART TWO: AB86 OBJECTIVES, NARRATIVE & TABLES**

**Regional Comprehensive Plan Objective #1:** An 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).

For each of the five program areas listed in AB86, the Antelope Valley AB86 Consortium (consortium) describes in a narrative format the services and programs the consortium members and partners are currently providing in the consortium's region and provides a narrative evaluation of adequacy and quality.

**1.1 Program Area One – Elementary and Secondary Basic Skills and Courses Needed for High School Diploma and Equivalency:**

1.1.1 Services and Programs

The services and programs currently provided in our region come from Antelope Valley College (AVC), Antelope Valley High School District's Antelope Valley Adult School (AVAS), Southern Kern Unified School District (SKUSD), and -- to a much more limited extent -- from California Department of Corrections and Rehabilitation (CDCR) and local charter schools. Ultimately, the vast majority of the high school diploma and GED programs are provided through AVAS.

At the community college level, AVC offers a sequence of courses to students who are assessed below transfer level readiness (see Appendix A for a list of course offerings). For example, AVC offers two (2) for credit Reading courses below transfer level, three (3) for credit English courses below transfer level, and three (3) for credit Math courses below transfer level. In terms of services, AVC staff report that registered students take the required Act Compass[1] and Mathematics Diagnostic Testing Project (MDTP)[2] assessments to determine what level of English, Reading, and Math is the best fit with their existing skill levels.

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[1] ACT Compass is a computer-adaptive college placement test that lets educators evaluate incoming students' skill levels in Reading, Writing Skills, Writing Essay, Math, and English as a Second Language. It is also used to place students in appropriate courses and connect students to the resources they need to achieve academic success.
[2] The Mathematics Diagnostic Testing Project (MDTP) is a joint statewide project of the California State University and the University of California. MDTP develops, distributes, scores, and reports the results of diagnostic tests that measure student readiness for mathematics courses ranging from Pre-Algebra to Calculus.

Once a student receives his/her assessments and begins studies in a below transfer course, he/she must complete the sequence in that field in order to eventually enroll in a transfer level course. This sequence requirement tends to prolong the students' acquisition of the credit courses needed to meet their transfer or graduation goals.

Unfortunately, many students in these below transfer courses "stop" or "drop out." For example, AVC's Student Success Scorecard indicates that only 37% of Basic Skills students actually complete a degree, certificate, or transfer to a four year college based on a 2012-2013 cohort that has been tracked for six (6) years or back to 2007-2008. According to the same Student Success Scorecard, AVC's remedial Math students are successful at the rate of 29.4%, its remedial English students are successful at the rate of 22.4% and its ESL students are successful at a rate of 6.8%. In all of these cases, AVC defines success as completing a college-level course in the same discipline. Significantly, AVC researchers find that students who participate in accelerated courses eight (8) weeks in length perform better than students who participate in courses 16 weeks in length for both English and Reading -- even when other variables are held constant.

In contrast, AVUHSD reaches a larger number of adult learners with a more restricted range of Basic Skill courses through its Antelope Valley Adult School (AVAS). Antelope Valley Adult School (AVAS) offers an Adult Secondary Education program (ASE) giving students the option of High School Diploma (HSD) or High School Equivalency (HSE). Based on the California Adult Student Assessment System (CASAS) pretest scores for students, over 50% of students do not qualify for the high school diploma cohort and are scoring below eighth-grade level.[3] Therefore, AVAS offers Adult Basic Education (ABE) classes in reading comprehension.

AVAS enrolls approximately 80 new students per week in its open-entry, open-exit high school diploma program. There are often waiting list for both the High School Diploma (HSD) and High School Equivalency (HSE) programs. Another option provided by AVAS is that the adult students may participate in an on-line high school diploma preparation program which also leads to a High School Diploma.

Unfortunately, there is a high dropout rate among adult students who initially begin AVAS's Adult Basic Education (ABE) program. In AVAS's experience, few of its adult

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[3] Students drop out of high school for a variety of reasons, among which are teenage pregnancy, poverty, low expectations of success, peer pressure, etc. Of the three major racial/ethnic groups in the Antelope Valley region in 2012-13, estimated graduation rates were particularly lower and dropout rates are higher for African American and Hispanic/Latino than for White students. In the Antelope Valley Union High School District (AVUHSD), the four-year cohort dropout rates for the Class of 2012-13 were 11.6 percent among Hispanic/Latino, 17.3 percent among African American, and 6.8 percent among White students, and 11.3 percent total for the district.

students persist in the program long enough to complete their high school diploma requirements. Nevertheless, AVAS finds that among the adult students who complete at least 40 hours of instruction, over 70% of them advance to the next educational functioning level. This is an impressive result, in part, because the AVAS's ABE program is aligned with the new State of California Common Core English and Math standards. Likewise, the current success rate of students in AVAS's ABE program is approximately 60% for those who persist for at least 12 hours; of those, over 50% who remain in the program for over 40 hours show significant gains in Comprehensive Adult Student Assessment Systems (CASAS) scores.[4]

Officials from the Southern Kern Unified School District (SKUSD) report that their district has cut many of the adult education programs they offered in the past. During the spring of 2014, for example, only limited offerings were provided for ESL. Nevertheless, SKUSD expanded its offerings in the fall of 2014 to include GED, ESL, ROP Welding, ROP Medical Terminology and ROP Medical Occupations. Finally, the California Department of Corrections in Lancaster offers its own ABE 1 and 2 courses.

One of the most promising programs for adult students 16-24 is the Antelope Valley YouthBuild program. Antelope Valley YouthBuild is a dba of Advancing Communities Together (A.C.T.) a 501(c) non-profit organization. This program give students the opportunity to earn their high school diplomas, learn job skills and serve their communities by building affordable housing financed by the federal government's U.S. Department of Labor. Currently, YouthBuild participants have an opportunity to earn their high school diploma while at the same time receive 1) Wild Land Fire Cadet training and certification, 2) Solar Technology Installation training and certification, 3) Construction Skills training and certification, or 4) training to sit for the State of California Certification Examination and become a Certified Nurse's Assistant (CNA). This program is largely funded by federal grants and feeds a small but steady stream of students into AVC for additional training and certifications.

1.1.2 Adequacy and Quality

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[4] The CASAS Skill Level Descriptors show a continuum of skills from beginning through advanced adult secondary. They provide descriptions of adults' general job-related ability in reading, mathematics, oral communication, and writing. The Workforce Investment Act (WIA) [recently re-authorized as WIOA] requires states to report performance outcomes to monitor local program performance. For states to meet these requirements, local programs use standardized assessments to collect & report data on student learning gains. This process ensures accurate & consistent monitoring of program results among agencies & provides the baseline data needed to document improvements in literacy skills. CASAS standardized tests meet these requirements & correlate with the definitions used in the National Reporting System (NRS).

In general, the consortium is satisfied with the quality of existing efforts -- as measured by both results and high standards -- even though they appear to be inadequate to address the needs in the community. While more courses have been made available at the community college level in the last two years, AVC officials believe that even more new courses are needed to meet student demands. For example, all of these below transfer level courses were enrolled at maximum levels for the fall 2014 and Spring 2015 semesters. Most of these classes had wait lists of approximately seven (7) students per class, even though the spring schedule included approximately 12 additional classes. At the high school level, AVAS officials report that there are currently insufficient offerings to meet community demand, and increased numbers of sections are needed, as well as satellite locations, and delivery formats to meet the needs of our widespread region. At SKUSD, its new programs are a step in the right direction in terms of expanding additional capacity, but it is too early to judge the quality of these programs because of their relative newness. Nevertheless, the officials from SKUSD indicated there was high praise for their ESL program from students. At any rate, SKUSD represents a fraction of the total region with a total enrollment that is about 15% the total number of students in the Antelope Valley.

## 1.2 Program Area Two – ESL and Classes for Immigrants; Citizenship

1.2.1 Services and Programs

The members and partners of the Antelope Valley AB86 Consortium indicate that they are offering substantial services and programs in both English as a Second Language (ESL) classes and classes to prepare for United States citizenship. For example, at AVC, the college offers five (5) levels of ESL. These levels fit with the five levels of course study incorporated into the educational materials offered by their main ESL publisher, Pearson Education. AVC, however, does not offer citizenship classes even in its non-credit community programs.

Likewise, there are also a variety of ESL courses operated by AVAS. For example, AVAS offers beginning, intermediate, and advanced level ESL courses. These classes are two (2) hours per day for four (4) days or two (2) days in the mornings. AVAS's evening classes meet twice per week for two (2) or three (3) hours per session. These classes meet at the main campus in Lancaster or at neighboring classrooms in Palmdale. In addition, AVAS currently offers a citizenship preparation class in Lancaster that meets twice per week for 3 hours a day. Moreover, AVAS offers ESL multi-level classes that are taught for EL Civic participation. These classes include an introduction to community resources, employment search, and health/fitness opportunities. These classes are offered at a highly affordable $30 per semester. Finally, AVUHSD itself offers Community Based English Tutoring (CBET) classes at four (4) comprehensive

high schools: Littlerock High School (LHS); Highland High School (HHS); Palmdale High School (PHS); and Antelope Valley High School (AVHS) which are open to adults. These classes are offered twice per week in the afternoons or evenings. Similarly, the Palmdale School District (PSD) – which is a K-8 school district -- offers ESL classes to adults through the CBET program. There are three (3) classes organized by region which take place in either the afternoon or evenings, for a total of 24 hours spaced out at a rate of two (2) times per week for three (3) hours per week.

At SKUSD, the Rosamond High School - Adult School offers open-enrollment ESL classes at the beginning level twice per week. This free class is offered at the Rosamond High School campus.

Among partner members of the consortium, we can report that the Los Angeles County Office of Education (LACOE) offers English training as part of job training and Transitional Subsidized Employment Programs (TSE) within the region. Greater Valley Non-Profit Immigration, Citizenship, and Education Services provides all immigration and citizenship services including translations, resident cards, petitions, passport photos and free citizenship classes to prepare students for passing the U.S. Citizenship test. There are approximately 50 students at any one time. Two (2) teachers volunteer to teach for one (1) day at two (2) hours per day. Again the prices are quite reasonable since there is a charge of only $125 for the Citizenship Service which includes application, photos, classes, instructions, and mailing the application. Registrants may also participate in classes where there is a $75 charge for the instruction needed to complete the citizenship process. These classes meet every Thursday from 4:30 - 6:30 pm. Currently, there is no discrete ESL at the correctional facility.  While literacy is incorporated in the prison's ABE courses, there is nothing separate provided for non-English speakers - they are simply placed into the lower level ABE program.

1.2.2 Adequacy and Quality

In general, the consortium finds that the programs and services offered by the above providers are both fairly adequate to demand and of high quality in general. Evidence of the high quality of these efforts is evident in the AVAS program -- especially if we analyze the pay-points earned in the past 10 years. Through participation in the WIA Title II federal grant, AVAS collects data on students in the ESL program and appraisals are administered upon both entry into and exit from the program. As you may know, pay-points are earned when a student shows a gain or advancement in their educational level. Students in the ESL program show approximately 80% persistence rate evident by the number of students with paired scores (pre- and post-tests) compared to the number who initially enroll in the program. Over 60% of students with paired scores completed NRS (National Reporting System) Educational level and 57%

advanced to a higher level. AVAS classes are taught by highly qualified teachers who are credentialed by the California Commission on Teacher Credentialing (CTC) which has the purpose "to inspire, educate and protect the students of California." Likewise, AVC faculty are highly-qualified with a minimum of a Master of Arts degrees who have been approved by the California Community Colleges Chancellor's Office (CCCCO). As mentioned at the end of the previous paragraph, there is no ESL offered at the prison.

**1.3 Program Area Three – Adults with Disabilities**

1.3.1 Services and Programs

The consortium found that potential partners rather than members were largely responsible for leading programs and services specifically designed for adults with disabilities.  At AVC, the Office for Students with Disabilities (OSD) program provides support services, specialized instruction, and educational accommodations to students with disabilities so that they can participate as fully and benefit as equitably from the college experience as their non-disabled peers.  A Student Educational Contract (SEC) is developed for each student which links student's goals, curriculum program, and academic accommodations to his/her specific disability related educational limitation. The Office for Students with Disabilities encourages students to be as independent and self-reliant as possible. It works closely with each student to assess their needs and provide those support services and accommodations that directly address a student's functional limitations as a result of their disability.

In addition to the programs being offered at AVC, there are services provided to disabled adults through the AVAS, which offers a program for Adults with Disabilities at Desert Haven Enterprises, Inc. At this location, AVAS staffs an independent living skills class which meets five (5) days per week for three (3) hours per day. The program services approximately 100 adult students in the independent living skills classes.

Among potential consortium partners, there are adult education programs being offered throughout the Antelope Valley.  For example, the Antelope Valley Discovery Center offers services including mental health care, housing assistance, substance abuse, job training, social skills training, daily living skills, and money management. Antelope Valley Foundation for the Developmentally Disabled focuses mainly on operating its Adult Development Center, Day Activity Center, and Behavioral Activity Center. It offers courses in employment training, behavior management, community integration, self-advocacy, and self-care.

Easter Seals Southern California provides programs to enhance work-related skills by engaging in regularly scheduled volunteer work, community service projects, and other

ventures. Likewise, the Independent Living Center of Southern California offers the opportunity to seek an individual plan towards independence while educating the community. Life Steps Foundation, Inc. empowers individuals to become involved in their life management, make informed choices, and participate in self-advocacy. The North Los Angeles County Regional Center provides lifelong partnerships and planning to persons with developmental disabilities by promoting their civil and personal rights, providing comprehensive information, advocating in cooperation with consumers, promoting and providing quality services, and supporting full participation of consumers and families in all aspects of community life. The PathPoint provides comprehensive training and support services that empower people with disabilities or disadvantages to live and work as valued members of our communities. Finally, the consortium sees the California Department of Rehabilitation (DOR) as an employment and independent living resource for people with disabilities.

1.3.2 Adequacy and Quality

This program area has proven to be difficult for the Antelope Valley AB86 Consortium to study and gain information. There are many different forms of disability and a myriad of specialized organizations that seek to address the issues faced by adults with disabilities. In many cases, it became clear to our panels that it would take a great deal of work to develop quantitative estimates of the number of adult learners in each disability classification. Moreover, there is little existing infrastructure in place where each agency assisting AWD can make itself known or engage in meaningful collaborative programs.

From what we have been able to learn about these existing programs, however, they do appear to be meeting the educational needs of their consumers/clients. In the case of the independent living skills program taught by AVAS at Desert Haven Enterprises, Inc., AVAS sees evidence of quality indicated by the fact that at least 100 adult students are attending the program. By all accounts, these students are meeting appropriate benchmarks and expectations.

Many of the organizations in the Antelope Valley that serve adults with disabilities have indicated they would like to participate in the consortium's activities in the future, so we anticipate gaining more information about these programs as we move forward with this process, and adding capacity to meet the needs of more eligible students.

The consortium would like to see adults with disabilities involved in career technical education and apprenticeship programs. This involvement will require investing resources in classifying clients according to their most salient needs, facilitating transfers between local non-profit organizations and education institutions, and

supplementing existing basic skills educational offerings to better meet the needs of AWD.

## 1.4 Program Area 4 – Short Term CTE Programs

1.4.1 Services and Programs

The services and programs offered by members and partners of the consortium in the Antelope Valley appear to match the needs of statewide and Los Angeles County economic and employment trends. They do not, however, appear to be effectively and smoothly linked together.

The good news, from a statistical perspective, is that due to the high number of commuters living in the Antelope Valley, its resident workforce trends to match the profile of the larger Los Angeles County area. During 2011, for example, the residents of Palmdale held 47,606 primary jobs. The greatest concentration of Palmdale employees outside of their home city was in the City of Los Angeles; 12,251 individuals (25.7 percent) commuted to the City of Los Angeles for their primary job. Another 11.3 percent worked in Santa Clarita, Simi Valley, Burbank, Long Beach, Pasadena, and Glendale. In all, nearly 53 percent of Palmdale's workers commuted to the greater Los Angeles area. In contrast, the Lancaster/ Palmdale sub-region employs much fewer workers who live in the Greater Los Angeles area. About 3,900 workers travel into the region from the City of Los Angeles. Another 1,468 workers commute from the Santa Clarita area, and another 954 travel from  Simi Valley, Long Beach, Glendale, and Pasadena. Over 500 workers commute from Bakersfield and 577 commuters come from as far as San Diego.

According to the Bureau of Labor Statistics, the California industry sectors that gained jobs (listed in descending order) in June 2014 were: educational and health services; trade, transportation, and utilities; information; professional and business services; manufacturing; financial activities; and mining and logging. While growth is expected to take place through 2020 for all job sectors, the California Economic Development Department indicates that the fastest growing occupations will be Home Health Aides, Personal Care Aides, Pharmacists and Software Developers. During 2010-2020, for Los Angeles County, the most job openings projected are for Retail Salespersons, Cashiers, and Personal Care Aides. Median wage for these occupations ranges from $9 to $11 per hour and less than a high school education is required.

In this context, the pay-offs for career technical training is quite impressive. A source of student outcomes data found on The California Community Colleges Chancellor's Office (CCCCO) Datamart allows for tracking student wages earned by students before and

three years after their degrees are awarded. The wage data can be retrieved by areas of study and award types. For example, as reported by Wage Tracker, the median wage three years after earning the degree is $39,371 for Antelope Valley College's Business & Commerce degree recipients, and $76,062 for the Registered Nursing degree.

The CCCCO also provides comparative information about the earnings of recent graduates who received an award in a specific program area at California community colleges. The Salary Surfer uses the aggregated earnings of graduates from a five-year period to provide an estimate on the potential wages to be earned two years and five years after receiving a certificate or degree in certain disciplines. It is available at http://salarysurfer.cccco.edu/SalarySurfer.aspx . Examples from Salary Surfer of health-related degrees and certificates and median earnings include:

**Median Annual Salary**

| Area of Study | Award Type | 2 Years Before | 2 Years After | 5 Years After |
|---|---|---|---|---|
| Physician's Assistant | Post-BA | $36,788 | $93,418 | $99,475 |
| Psychiatric Technician | Degree | $24,788 | $61,707 | $62,780 |
| Psychiatric Technician | Certificate | $24,765 | $57,066 | $60,047 |
| Radiation Therapy Technician | Degree | $12,343 | $89,150 | $96,807 |
| Radiologic Technology | Degree | $15,458 | $70,897 | $77,126 |

We should be careful to note that the background information in the chart above reports on the greater regional labor market and that AVC does not offer Physician's Assistant, Psychiatric Technician or Radiation Therapy Technician programs. It does, however, offer a Radiologic Technology program. Measured against these employment and wage standards, the consortium believes that existing adult education programs are mainly concentrated in what might be broadly described as the health, office applications, service and computer fields. For example, SKUSD offers programs which introduce adult education students to the medical field broadly considered, but only offers one non-medical career path. Southern Kern Unified School District is currently offering the following services and/or programs for adults within the consortium's region:

- Medical Terminology (being added for 2014-2015 school year)
- Medical Occupations (being added for 2014-2015 school year)
- Welding (being added for 2014-2015 school year)

Consistent with this trend, AVAS offers a much larger number of courses, but these courses largely follow a relatively narrow set of entry-level careers. The AVAS offers the following programs for adults within the consortium's region:

- Medical Assistant Terminology
- Medical Assistant Administrative Skills
- Medical Assistant Clinical Skills with CPR
- Medical Assistant Certification Review
- Medical Billing & Coding
- Pharmacy Technician
- Introduction to Computers
- Keyboarding/Keyboarding 2
- MS Word
- MS Word with Certification
- MS Excel
- MS PowerPoint
- MS Publisher
- Office Skills and Business Communication
- Beginning Photoshop

In contrast, AVC provides a much broader range of short-term and long-term CTE programs which are both more diverse and more aligned with immediate industry needs. For example, AVC is currently offering the following for credit and non-credit courses designed to serve adults within the consortium's region:

For-Credit Courses (certificate):

- Accounting
- Aeronautical and Aviation Technology
- Agriculture/Park and Landscape Management
- Air Conditioning and Refrigeration
- Aircraft Fabrication and Assembly
- Auto Body
- Automotive Technology
- Business
- Clothing and Textiles
- Communication Studies
- Computer Applications, Computer Networking, and Computer Information Science
- Digital Media
- Drafting/Computer Aided Design
- Education
- Electrical Technology
- Electronics Technology
- Emergency Medical Technology
- Engineering
- Engineering Technology
- Film and Television
- Fire Technology

- Geographic Information Systems
- Interior Design
- Management
- Marketing
- Medical Assisting
- Music - Commercial
- Office Technology
- Photography - Commercial and Photographic Imaging
- Real Estate (Broker and Salesperson Certificates)
- Vocational Nursing
- Registered Nursing
- Respiratory Care
- Radiologic Technology
- Water Treatment
- Welding
- Work Experience

Corporate and Community Non-Credit Courses:

- CA Food Handler Card
- Food Handler Certificate
- Fundraising Fundamentals
- Grant Writing Fundamentals
- Grant Writing Intermediate
- Grant Writing Research Fundamentals
- Intro to CAD for Pattern Design
- Loan Signing Specialist
- Notary Public Workshop
- California Campus Security Officer
- California Guard Card
- LVN Intravenous Therapy Certification
- LVN Phlebotomy
- Recognition of Cardiac and Respiratory Emergencies
- Accounting Fundamentals
- Accounting Fundamentals II
- Introduction to Stock Options
- Keys to Successful Money Management
- Administrative Assistant Applications
- Administrative Assistant Fundamentals
- Creating a Successful Business Plan
- Secrets of the Caterer
- Stocks, Bonds, and Investing
- Certificate in End of Life Care
- Certificate in Gerontology
- Certificate in Perinatal Issues

- Certificate in Spirituality, Health, and Healing
- Become a Physical Therapy Aide
- Become an Optical Assistant
- Medical Transcription Editor
- Creating a Classroom Website
- Guiding Kids on the Internet
- Ready, Set, Read!
- Customer Service Training

Various public and private post-secondary institutions or other providers are currently offering the following services and/or programs for adults within the consortium's region. However, these also seem to be limited in terms of the types of careers they address:

Los Angeles County Office of Education:

- Job training
- Transitional Subsidized Employment Program
- Internal employer OJT

Kern County Office of Education (Court and community schools):

- Health
- ServSafe certification
- Food Service
- Auto Body
- Intro to Computers

A number of private post-secondary providers in the region offer certificate programs in the CTE areas. The members' short-term CTE programs offered may be aligned with one or more of the sequences offered in those programs. In addition, public and private post-secondary institutions offer related degree programs (e.g., AVC, CSUB/AV and CSULB). All in all, the private post-secondary providers in the region seem to offer adults a broad range of options, some of which are duplicative of offerings by consortium members, while others may be options that are a good fit with the broad, diverse economic trends in the Antelope Valley.

Brandman University:

- Business
- Criminal Justice
- Human Resources
- Information Technologies
- Legal Studies
- Health Care Certificates

Charter College:

- Business Administration
- Hospitality
- Health Care
- Dental Assisting
- Health Information Technology
- Massage Therapy
- Medical Assistant
- Pharmacy Tech
- Criminal Justice
- Legal Assistant
- Paralegal
- Network Security
- HVAC/R
- Industrial Maintenance
- Welding

San Joaquin Valley College:

- Criminal Justice – Corrections
- Medical Assistant
- Medical Office
- Pharmacy Technology
- Industrial Technology

University of the Antelope Valley:

- Education
- Business Management
- Criminal Justice
- Nursing
- Allied Health
- Fire Science
- Health & Fitness Specialist
- Health Care Management
- Hospitality Management
- Paralegal
- Sustainable Energy Technology/Solar PV Installation
- Culinary Arts & Restaurant Management/Professional Baking & Pastry
- Emergency Medical Technician
- Massage Therapist
- Medical Assistant
- Medical Coding & Billing
- Paramedic
- Vocational Nursing

St. Joseph's School of Nursing:

- Vocational Nursing

Miscellaneous:

- Union apprenticeships (e.g., IBEW)
- Work-based learning, e.g., internships, cooperative vocational education or cooperative work experience, basic job skills (resume, interview, dress, etc.)
- Internal employer on-the-job training
- There is a CTE program at the prison. Currently, Ronald Underwood from the California Department of Corrections and Rehabilitation (CDCR) is working to provide us with additional details regarding the current status of this program.

All in all, the existing services and programs seem to line up well with the portion of the economic demands of the marketplace focused on the fastest growing occupations which will be Home Health Aides, Personal Care Aides, Pharmacists and Software Developers. Nevertheless, it appears that the offerings at the adult education level are currently too concentrated on health care and computers and should be expanded to reflect the broader needs in growing fields such as like advanced manufacturing, aircraft maintenance and fabrication, or construction technology.

1.4.2 Adequacy and Quality

Due to the limited breadth of the CTE offerings in adult education within SKUSD[5] and AVUHSD, as well as the need for additional courses to match emerging demands in the marketplace, the members of the consortium have concluded that the existing CTE offerings in the Antelope Valley are of high quality, yet inadequate in scope.  This opinion was affirmed by the views of community representatives at a regional consortium roundtable who met to discuss the current objectives

## 1.5 Program Area Five: Apprenticeships

1.5.1 Services and Programs

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[5] However, it should be noted that the SKUSD is making a remarkable effort to catch up with regional standard by adding CTE programs in medical occupations and medical terminology for the 2014-2015 school year.

At the current time, there are only very limited true apprenticeship opportunities in the Antelope Valley region. At the high school level, for example, the offerings are quite limited. Nevertheless, AVUHSD wants its graduates to be ready for employment so it is investigating the use of the National Occupational Competency Testing Institute (NOCTI) assessment[6] which provides a well-rounded workplace readiness certification which is judged to be of value to employers in bringing adult learners into the workforce.

All members seek to provide Work Based Learning opportunities with local employers.[7] While AVC does offer a number of services that are useful in establishing apprenticeships, its actual experience in creating apprenticeships is quite limited. For example, apprenticeship services currently offered to adult learners at AVC through Student Services include mainly job exploration activities. AVC is making marginal progress by adding some of its courses to the I-Train[8] list and to the new ETPL[9] list from Los Angeles County. AVC is also in communication with International Brotherhood of Electrical Workers (IBEW) to develop a strong relationship to improve apprenticeship programs that will include investigating registered apprenticeships that are either available or to be developed with local employers.[10]

There are also limited opportunities to pursue apprenticeships through the Los Angeles County Office of Education (LACOE) which offers job training, through services

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[6] NOCTI (National Occupational Competency Testing Institute) delivers a battery of assessments or Standardized tests for students studying career and technical programs in high schools and technical colleges in the United States. The assessments, based on a job and task analysis process, incorporate input from Subject Matter Experts (SMEs) representing regions of the United States in secondary and post-secondary education as well as business and industry. The assessments are updated on a regular basis and are aligned with O*NET, national academic standards (math, science and language arts) as well as business and industry standards. When appropriate, customized assessments may be developed to meet the educational needs of a specific region or a state. A number of the assessments are linked to industry certifications programs and offer college credit..

[7] For example, high school CTE programs (and private post-secondary CTE programs) include well-developed work –based learning opportunities for their students, albeit not as many in apprenticeship areas.

[8] I-TRAIN provides rapid response to the needs of a fast growing and changing workforce by providing an electronic, on-line, Regional Training Vendor Directory (RTVD) at the fingertips of any site with a computer and a telephonic communication interface. I-TRAIN connection is available at Job Training Partnership Act (JTPA) program sites, Employment Development Department (EDD) offices, and One-Stop centers. Connectivity is facilitated by a Frame Relay Network (FRN), or dial-up modem connection, or through the Wordwide Web-Internet.

[9] California's Eligible Training Provider List (ETPL) was established in compliance with the Workforce Investment Act (WIA) of 1998 to provide customer-focused employment training for adults and dislocated workers. Training providers who are eligible to receive Individual Training Accounts (ITAs) through WIA Title I-B funds are listed on the ETPL. The WIA ETPL Policy and Procedures issued in April 2014, governs the operation of the ETPL in California.

[10] Nevertheless, there is evidence that indicates that employers may be hesitant to take advantage of apprenticeship programs because of their potential ties to unionization activities. See, Lauren Webber, "Apprenticeships Help Close the Skills Gap. So Why Are They in Decline?" *Wall Street Journal*, April 27, 2014, Retrieved at http://online.wsj.com/articles/SB10001424052702303978304579473501943642612 on October 29, 2014.

connected to on-the-job training (OJT), Airframe and Powerplant (A&P), Information Technology (IT), Employment Training Panel List (ETPL) or ITrain list (specifically for Los Angeles County), Work Based Learning (WBL) -- internships, cooperative vocational education (CVE), basic job training skills as well as provide services to support resume, interview, dress requirements.  Additionally, there is also a transitional subsidized Employment Program through OJT, which is a for-profit/non-profit organization. Finally, we should point out that one exception to this pattern is that Antelope Valley YouthBuild provides a pre-apprenticeship in construction for its clients.

1.5.2 Adequacy and Quality

While there is no question regarding the quality of these programs, there are concerns about their adequacy and concerns about whether or not business and corporate decision-makers will ever be more comfortable in establishing apprenticeship programs in the current economic and political environment. One hopeful development is that the federal government announced in early December 2014 that it has developed a new $100 million Apprenticeship Grant program which the consortium may apply for to help fund apprenticeship programs.

In general, there seems to be a wide-spread consensus that workforce development agencies need to do a better job in marketing their services to employers.[11] For example, there is currently no site where all information for all programs is available in one place. In addition, apprenticeships in high paying, high demand fields like Aircraft or Power Plant Management are more difficult to obtain because the applicant needs to obtain a security clearance. The existing apprenticeship programs in IT are hard to access, in part, because there are many different levels of specific standards in Information Technology Certifications.  In some cases, programs are inadequate because they cannot obtain employer training centers where businesses and corporations can connect and become involved in program development.  In addition, these programs can be surprisingly expensive. According to officials at AVC, the total operational cost of each instructional program operated at a business location is estimated to be $6,000 per person, a price that includes education, case management, and the overhead costs for the program in both 2012-2013 and 2013-2014.

If the consortium adopts a broader interpretation of apprenticeship programs, then the offerings still appear to be low in both adequacy and quality. Broadly considered, the consortium understands that apprenticeships can be easily integrated throughout all adult education program areas at both the K-12 and community college level. (This is

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[11] Celina Shands Gradijan, "Qualitative Analysis of California Workforce Organizations Reengineering Workforce Business Services," Full Capacity Marketing White Paper, March 2014.

possible through a broad interpretation of apprenticeship that includes pre-apprenticeship programs and the acceptance of both union and non-union related programs.) This would require integrating apprenticeship concepts into all the five adult education program areas. We understand that the idea is not to fund apprenticeship programs, but for us to focus our plan on transition and integration. We also understand that the desired outcome is to insure as many adult education students as possible will be able to transition into an apprenticeship program. This might be done simply by adding to existing programs an "overview of apprenticeship", or "pre-apprenticeship", or an "orientation to apprenticeship". Nevertheless, even according to this broader definition, the existing offerings in the Antelope Valley may be fairly described as both inadequate and of less than optimal quality.

**Regional Comprehensive Plan Objective #2: An evaluation of *current needs* for adult education programs within the consortium's region.**

**2.1 Program Area One: Elementary and Secondary Basic Skills and Courses Needed for High School Diploma and Equivalency:**

The consortium recognizes that competence in math and science is related to high school student readiness for further education and productive participation in the labor force, which leads to higher potential incomes. In California, algebra is one of the "gateway" college preparatory courses. A growing percentage of all California students are passing the high school exit exam in math; LA County students are performing slightly better than all Kern County students with the exception of Southern Kern Unified School District which boasts one of the highest first-time pass rates in the Kern County. Although Antelope Valley students are showing improvement, students in the largest high school district in the area still have room to grow. Across the AV region in 2013, passing percentages ranged from 63 to 86 percent.

**Students Scoring Proficient or Higher on Algebra I CST**

| | Percent | | | |
|---|---|---|---|---|
| | 2010 | 2011 | 2012 | 2013 |
| **Kern County** | **24%** | **26%** | **27%** | **29%** |

| | | | | |
|---|---|---|---|---|
| Mojave Unified | 6% | 14% | 10% | 11% |
| Muroc Joint Unified | 33% | 28% | 21% | 29% |
| Sierra Sands Unified | 28% | 31% | 35% | 35% |
| Tehachapi Unified | 46% | 24% | 30% | 27% |
| **Los Angeles County** | **28%** | **30%** | **33%** | **36%** |
| Acton-Agua Dulce Unified | 14% | 25% | 20% | 15% |
| Antelope Valley Union High | 11% | 11% | 14% | 14% |
| **California** | **31%** | **32%** | **34%** | **36%** |

Source: KidsData.org

The percentage of students who scored proficient or better on the Algebra I California Standards Test (CST) has increased in LA and Kern counties and statewide between 2010 and 2013. However, the scores demonstrated by the Antelope Valley students are not consistent across the school districts. In 2013, in the Antelope Valley region, less than a third of students in the assessed grades demonstrated proficiency in the skills assessed by the Algebra I CST, and the numbers ranged from 11 to 35 percent proficient or better.[12] These unwelcome results are particularly worrisome because of the necessity of building STEM skills among the next generation of employees and entrepreneurs.

An estimated 9% of California children ages 0-17, 7.2% of Kern County children, and 10% of LA County children were born outside the U.S. in 2012. Within Kern County, these figures were lower, with only one to two percent of children in California City, Ridgecrest, and Rosamond being born in foreign countries. The figures were higher for children ages 0-17 in Palmdale and Lancaster with about four percent of children being born outside the U.S. Among young adults, the foreign-born estimates were 17% for ages 18-24 and 38% for ages 25-64 for California, and these figure were similar for Kern County, but they were higher in LA County for the same age groups. An estimated 50 percent of LA County adults were born abroad. In the AV cities of Kern County, the percentage of foreign born adult population between 25 and 64 years ranged from 12 to 22 percent. In LA County, the percentages ranged from 12 percent in Quartz Hill to 42 percent in Palmdale.

Research shows that children of immigrants are more likely to be from low-income families than children of native-born parents. This is particularly relevant if the immigrant parents have lower educational attainment and asset accumulation. Children of immigrants, especially those from less economically advantaged families, often have less access to quality health care and education. Consequently, our region has a greater need for adult education to serve immigrant parents, and to serve their children as well, since these children are more likely to drop out of school prematurely and thus

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[12] Greater Antelope Valley Economic Alliance, 2014 Antelope Valley Labor Market Study, p. 51.

need adult education later on. Unfortunately, the U.S. Census Bureau American Fact Finder reports estimating the region's population of approximately 350,000, averaging approximately a 21% poverty rate. Moreover, AB86 planning demographics places the unemployment rate of the region over 11% while many are underemployed.

We note that college students who complete the AVC English, Math, and Reading assessments often find that there are insufficient classes scheduled to meet their needs.  While this situation is improving, it will not be eliminated by the current state budget scenarios.  This lack of programming is also due to the fact that AVC's GED program was placed in hiatus in 2009 due to low enrollment and success rates.

Optimistically, there may be less need for adult education as we know it in the future if we see improved school performance and reduced dropout rates due to the influence of Common Core and parallel efforts to increase the rigor of high school programs. No matter what, there is a need to adjust the way courses are provided in adult education as it grows to meet the current increases in demand. In particular, there is an urgent need to structure offerings in ABE so that there is at least a below basic and then a basic level offering. Such an approach would allow more students to find the right level for themselves. Once such a classification system for all adult education programs is in place, there will also be a need to develop stronger bridge programs that make it easier for adult education students to make the leap to community college. This will be especially true if AVC continues with its goal to change its program offerings for elementary basic skills in reading, English and ESL.

## 2.2 Program Area Two – ESL and Classes for Immigrants; Citizenship

Data collected from the Greater Antelope Valley Economic Alliance (GAVEA) notes that the population of the Greater Antelope Valley Region was 513,547 in 2012 with a projected growth to 543,212 between 2013- 2018. Population forecasts 640,000 residents by 2020 and approximately 750,000 by 2035. Hispanics represented 43.11% of that population.

Additionally, the consortium used data collected from the Quick-Facts United States Census Bureau – US Department of Commerce for the cities of Lancaster and Palmdale, which are the two largest cities by population in the Antelope Valley. Census studies (2008-2012) showed that Hispanics comprise 38% of the population and over 25% reported a language other than English spoken at home in the city of Lancaster. For the city of Palmdale, Hispanics represent over 54%, and over 43% speak a language other than English at home. CDE DataQuest for 2013-2014, EL Learners comprised 11% of AVHSD population, and 17% of SKUSD population.

In the Antelope Valley AB86 Consortium's evaluation of current needs for ESL, the most important point is that AVC will only offer 2 levels below transfer for credit. All other levels will be non-credit at AVC and more non-credit courses will be offered at AVAS. This change will result in AVC students no longer receiving credit for their remedial ESL coursework. However, a certificate of completion is planned. This change will need to be addressed in a multi-level, holistic fashion in order to keep a steady stream of adult education ESL students moving toward higher level ESL and transfer courses, appropriate CTE programs, careers, and citizenship.

One issue that the consortium intends to address is that there will now be a greater need to offer ESL classes in the neighboring outlying communities in the region. Although 75% of the population of the Antelope Valley lives in one of its incorporated cities, the size of the region is nevertheless large enough that it is important to disperse services into outlying social service agencies, libraries, and at other sites willing to support the delivery of adult education services.

Some students do not have the transportation necessary to get to the classes in Palmdale or Lancaster from Littlerock, Delano, Lake Elizabeth, etc. To a certain extent, this demand in outlying areas might be well met through additional offerings of instructor-led classes at remote locations in the Antelope Valley where students have transportation barriers to attend other classes or through the provision of new on-line/hybrid education technology which would help organize all areas of language – reading, listening, speaking and writing – as well as facilitate practice and even on-line conversations with native speakers.

Increased adult education demand for ESL services may also raise a need to simply increase the levels of classroom education offered in general and in remote locations. For example, there is a great need to offer more ESL Citizenship preparation classes in the Antelope Valley. One class in Lancaster is not enough to meet the demands of the community. At the very least, the consortium's members need to offer at least two more classes: one in Palmdale and one in Littlerock. There is a need in the Antelope Valley to offer help in the form of classes/education as well as assistance with filling out forms for residents to get their U.S. citizenship. The Greater Immigration and Citizenship services currently has volunteer teachers but would like to hire teachers more than one day a week to help residents with their ESL skills.

There is also a need to increase instructional hours per week. To many participants, four to six hours per week does not seem sufficient for adult ESL students to gain the necessary skills to complete a level or advance to the next basic level. They see a need to double the amount of instructional hours for each class either by meeting more often per week or increasing hours per day. Likewise, the consortium sees a need for

instruction to be offered throughout the year for all students instead of twice a year for a limited group of students. There is a need to offer instruction over the summer, too. Studies show that students who attend summer school advance and complete levels faster than the ones who take three (3) month breaks. In this mix, the consortium also considered the challenges of meeting the needs of ESL adult students who need assistance with child care. Traditionally, child care is always a barrier for parents who would like to attend ESL classes and earlier efforts to improve educational outcomes by providing on-site child care have only had modest success. Even worse, most parents cannot afford to pay for child care in order to attend classes. To a certain extent, new educational technologies may be able to ameliorate these timing and logistical issues while still making ESL instruction affordable for adult students.

For example, new language learning technology may address the need to provide opportunities for students who cannot come to class for various reasons like child care or transportation, and for students who prefer to study from the convenience of their homes because of personal or financial obligations and time limitations.  In many instances, online ESL courses at AVC fill first.  Additional online courses will help potential students in outlying areas to access EL learning.

Embedded information may also be included in on-line/hybrid and traditional classroom settings. For example, a Needs Assessment Survey was conducted with ESL adult education students at AVAS during the months of October - December 2013.  A representative sample was taken from the students who took the survey.  This representative sample (Beginning to Advanced levels) placed a high importance on employment resources. The survey also indicated that students like to learn about resources in the community and how to access employment sites, as well as learn about basic first aid and health care. For example, the ESL population would benefit greatly if introduced to the various resources in the community that will enable them to become productive citizens. Students in the ESL classes and programs are usually in need of additional services such as individual education plans, career assessments and workshops related to seeking employment.

Another growing need is the demand for increased CBET offerings to EL parents of AVUHSD students at multiple instructional levels which will enable beginning level students to advance and transition to workforce and adult secondary education. Parents would be better able to help their students with homework if they are able to read, write, and speak English proficiently.

## 2.3 Program Area Three: Adults with Disabilities

The consortium has identified a tremendous need to conduct more community forums in this program area. The idea has been proposed to create a specific AWD consortium that would meet regularly to discuss issues related to AWD, and to develop solutions for these issues that arise.

Another need identified by the consortium is the inability to track AWD over their educational careers, and to make sure the gains obtained at one level are not lost at the next. A system needs to be put into place that will allow students, and their relevant data, to transition through various programs seamlessly.

The programs offered by the AVUHSD at Desert Haven have been substantially reduced over the past few years. There is a need to offer more classes so that more students can receive services. Additional funding will allow more classes to be opened.

## 2.4 Program Area Four – Short Term CTE Programs

The AB86 planning demographic data indicate that the unemployment rate for cities in the Antelope Valley region varies a great deal. According to the Employment Development Department (EDD) Labor Market Information (LMI) for December 2014, the unemployment rate is 9.9% for Palmdale, 11.2% for Lancaster, 12% for Lake LA, 11.7% for Littlerock, 5.8% for Acton, 10.1% for Mojave, and 7.4% for Rosamond.

Northeast of Lancaster, Edwards AFB is where all U.S. Air Force aircraft have been test flown since World War II. The classified testing conducted here has caught the public's attention through landings of the Space Shuttle and a number of movies including The Right Stuff (1983), Armageddon (1998), and the Iron Man series (2008, 2010). Many U.S. astronauts, including Neil Armstrong, have participated in flight test operations at Edwards AFB. Accordingly, the region is a hub for cutting-edge civilian aerospace research and development firms. Other sectors within the advanced manufacturing sector are burgeoning with the addition of several new regional and international companies moving to the area. Likewise, the region is recognized as a cradle for renewable energy concerns in the wind, solar, electric, and geothermal arenas. The largest employment sectors in the region, according to the Greater Antelope Valley Economic Alliance 2014 Business Roundtable Report, (http://californiacity.com/City%20Government/2014gaveareport.pdf ) are aerospace/aviation, government and corrections, education, health care, manufacturing and mining, energy, and retail.

In consideration of this rich history, it is surprising that existing adult education programs seem ill-equipped to develop a local area workforce to meet the job demands of aerospace and military contracting companies. To a certain extent, SKUSD is

responding to this need by strengthening its Welding program, since Welding skills will continue to be in demand in the coming years even as we see greater use of composites. Again, adult education offerings are currently unavailable in high growth fields resulting from the expansion of construction and manufacturing due to next-shoring efforts for production. Adult students interested in construction and manufacturing will need to be taught basic tools usage, including refreshers on the proper use of seemingly simple devices such as maps and tape measures, as well as precision measurement devices such as calipers. As adult education expands its course offerings beyond the medical or computer fields, it will need to make sure that they match the competencies for individual career areas (Competency Model Clearinghouse), including those for the Advanced Manufacturing and Aerospace sectors, which have been validated by local industry partners. Likewise, the additional course offerings will also need to be screened to meet rigorous, relevant/contextualized, standards-based requirements for high-wage, high-skill, and high-demand occupations leading to self-sufficiency. They will also need to be simultaneously aligned with Common Core State Standards (CCSS) and industry-validated Model Curriculum Standards for Career Technical Education (California Model Curriculum Standards for Career Technical Education 2013).

In this context, adult education students also need workplace readiness skills in communication -- reading, speaking, listening and writing -- collaboration, work ethic, time management and phone etiquette and message taking skills.

Based on the demographic data related to the current adult learners in the greater Antelope Valley region, the development of successful new classes will need to take into consideration the specific needs of the adult education students themselves, including, but not limited to,  poverty, lack of transportation, lack of information or computers, transient status, need for social services, flex scheduling, and – at times – a lack of family support for their investment in developing intellectual capital equivalent to the best available career paths.

Nevertheless, the investment in adding adult education classes to match additional career paths should have a large pay-off given other trends in the Antelope Valley. For example, the consortium anticipates that demand for pipefitters will be strong due to oil extraction in California and neighboring states. Likewise, expected population expansion should trigger additional construction jobs. In conjunction with GAVEA and EDD reports, the consortium sees a need to increase adult education offerings – an awareness of CTE programs available through consortium members -- in advanced manufacturing, hospitality, energy, engineering, water treatment and distribution, customer service, and other service occupations. The consortium noted the particular

need for additional space to be allocated to engineering education in order to meet current and anticipated future enrollment.

Despite the diversity of needs, the consortium did not neglect the remaining needs which are still associated with developing the health care workforce. Although adult education is doing its part to prepare adult students for health care careers, the community college level is still struggling to meet the demand for nursing instruction. Currently, AVC is challenged to grow its nursing program due to a lack of instructors. In general, the consortium believes a shortage of qualified nursing instructors is creating adverse impact on transitioning students through the programs and into the workforce. Attention to this area is particularly important because health care will continue to be one of the most important growth sectors in the Los Angeles county region in general, and the greater Antelope Valley, in particular .

## 2.5 Program Area Five: Apprenticeships

The consortium sees there is a great need to build successful transitions into apprenticeship programs from adult education courses. Consistent with information from the State of California, the consortium is persuaded that success in this area will be largely dependent on the partner affiliates of local/regional consortia. There is a need, for example, to build apprenticeship – broadly interpreted – as a component of workforce development. As such, the Antelope Valley AB86 Consortium sees a need to increase its own ranks so that its partners include those who represent, or are engaged in, workforce development programs, such as the local WIB's, local government, representatives of the apprenticeship community, employers, local education agencies and so on. There is a tremendous need for the Antelope Valley AB86 Consortium to develop a more diverse partnership in order to augment traditional adult education courses with field trips, job shadowing, work experience, or other opportunities for observing or obtaining hands-on experience for its constituents.

Consequently, there is a need in our region to integrate an appropriate level of information related to apprenticeship into the curriculum for all adult education program areas. While it is ill-advised for the consortium to guarantee that its work will result in more formal apprenticeships, it is likely that increased industry participation in the consortium's activities will result in practical changes to curriculum content that will develop pathways consistent with the eventual creation of additional apprenticeship opportunities.

**Regional Comprehensive Plan Objective #3: Plans for consortium members and partners to integrate existing programs and create seamless transitions into postsecondary education or the workforce.**

In responding to this objective, the Antelope Valley AB86 Consortium will document the plans to align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment. Our plan will 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.

Our plans to facilitate transitions from adult education to college and career will include a description of program alignment and pathways. Our plans will also address support services needed to ensure that students have access to educational advising and that they develop educational plans to help them move toward their academic and career goals.  The consortium's transition plan to address these needs is attached as Appendix A.

## 3.1 Educational Pathways

Below, the consortium will describe the specific plans and strategies we will employ to create educational pathways.

The consortium will work on offering GED preparation classes in Spanish to help students pass the High School Equivalency Tests in Spanish as well. ESL students who pass the GED in Spanish are better able to transition to postsecondary education opportunities. We anticipate that students who complete the Advanced ESL level can be given an opportunity to visit the local community college and become more familiar with the process of enrollment and attendance through appropriate bridge programs. Perhaps a one-day bus tour would encourage students to enroll all at the same time and stay within their comfort zone.

AVC's math division offers three methods to support students' success.  First is an articulated pathway created with local high schools to prepare senior high school students for transfer level math, therefore, bypassing basic skills math upon transfer to AVC.  This pathway, called Senior Math Accelerated Program (SMAP), is a one-year course that ensures high school graduates' enrollment in transfer level math courses like 115, 120, 124 or 130.   In the future, AVC and AVAS will partner to have lower-level courses offered through AVAS, and higher-level courses offered at AVC.  One challenge which exists for AVC, AVAS and SKUSD is the fact that faculty cannot be shared due to differences in credentialing requirements between community college and K-12.  It is suggested that policymakers assist with coordinating credentialing requirements to facilitate streamlined pathways and sharing of faculty within adult education.

With respect to CTE pathways, consortium members and partners will work collaboratively to design and utilize compatible, stackable, industry-vetted and standards-based curriculum and credentials for adults who continue through the pathways from the K-12 district adult schools to community college (and university) level courses. The members and partners will consult not only on direct articulation of the coursework, but also on reaching agreement and alignment of exit and entrance assessments for streamlined matriculation in community college certificate/degree programs. Currently, the following CTE pathways exist within our K-12 district adult education program areas:

- Medical Assisting - Medical Terminology and Human Anatomy, Medical Assisting Administrative, Medical Assisting Clinical, CPR
- Medical Billing and Coding
- Pharmacy Technician
- Administrative Assistant/Secretary/Office Clerk - Microsoft Office Suite (Word, Excel, Publisher, PowerPoint, Access) and business office skills.


Given regional needs, additional pathways and coursework need to be in place for the following:

- Nursing Assistant
- Home Health Care
- Advanced Welding
- Automotive - certification (ASE, NATEF)
- Photography/Digital Media - Adobe certification
- Trades apprenticeships - electrical, etc.

These new and existing pathway arrangements will be advertised extensively throughout the region, both via traditional media such as newspaper and public service announcements on radio and local cable, in English and Spanish, Internet, and via social media platforms, again in English and Spanish.


**3.2 Alignments**

Below, the consortium will describe the specific plans and strategies we will employ to create alignment of placement, curriculum, assessments, progress indicators and major outcomes such as awarding high school diplomas, CTE certificates and so on.

3.2.1 Placement

Initially, the consortium will compare the CASAS (California Adult Student Assessment System) assessments to the placement exam used by AVC. Working on aligning the

level that adult students leave with and are able to participate in community college classes will enable both systems to place students more appropriately without additional assessments.

## 3.2.2 Curriculum

In order to create seamless transitions into postsecondary, the consortium will identify the gaps between the capstone course from the adult schools and the entry-level course at the community colleges. A transition course will be developed and curriculum will be written that will bridge those two levels and cover all the competencies that are missing;  this will help students to assess at a higher level and thus be ready to enroll in more advanced level courses at the postsecondary level. This ultimate goal for this process is that it will, in turn, reduce the number of remedial courses that are currently required to be offered at the community college levels.

Communication skills are vital for ESL learners as they plan to advance to postsecondary education and the workforce. As a consequence, the consortium sees a need to develop on-line/hybrid courses that will help ESL students with both the writing as well as the speaking component. Likewise, the consortium expects that additional instructor-led courses will need to provide ESL learners with the opportunity to speak in front of others. We anticipate that requiring them to write an essay on a subject of interest to them, perhaps on their short- and long-term goals, and then reading this essay to an auditorium full of the students will boost their language skills, leadership and self-confidence.

## 3.2.3 Assessments

The consortium plans to develop and employ a common assessment between the high school district adult education programs and the community college.  Such a common assessment will assist students with transitioning between the two systems. Currently, high school seniors, who sign-up in advance with their guidance counselors, apply to AVC online and take the assessment.  Once assessed, seniors attend an on-site orientation and meet with AVC counselors to create their first semester plans.  If all matriculation steps are completed, these seniors are given special priority registration dates which help to ensure their access to desired classes.

## 3.2.4 Progress Indicators

There will be checkpoints in place to test student progress. Certificates of Achievement, progress reports, and incentives will be offered to students. AVC recently appointed an

Academic Development Chair to help guide Basic Skills students to transfer level and CTE completions. Students can also monitor their own progress with the scaled report from their assessments administered on a regular basis throughout their enrollment. Advanced ESL students tend to collaborate and help each other to higher achievement. Most critically, the consortium intends to undertake efforts to assist key stakeholders in determining how CalPASS Plus or CalPADS will allow all members to access and to upload their student data if and when they are adopted to include adult education. Currently, adult schools are not incorporated into either CalPASS Plus or CALPADS data even though adult students will be tracked by CalPASS Plus when they become involved with the community college system. This common database (using a common identifier) should allow stakeholders to track students from the high school, to adult school, to the community college, and into the workforce, thus greatly improving both integration and improvement of student outcomes by focusing attention on how students clear key hurdles in their educational pathways. In the meantime, the consortium will explore ways to jointly measure the progress of adult education students through a successful transition to community college and career.

3.2.5 Major Outcomes

One of the consortium's major outcomes is advanced ESL classes that are transferable courses to the university systems. More specifically, members of the regional adult education consortium will partner to determine specific metrics to follow the progress of adult learners through the pathways with metrics that are related to both ESL and CTE. For example, these may include, but are not limited to, the number of industry certifications earned, number of articulated courses completed, retention rate in community college pathway courses, number of community college certificates and degrees earned by students transferring from K-12 district adult education programs, number of cooperative work experience course units conferred, number of job interviews by adult education students within 6 months of course completion, placement rate from K-12 district and community college programs, retention rate of adult education completers in related employment within 1 year of course or certificate completion. The consortium intends to review CalPASS Plus to determine which data elements currently collected and analyzed might be available for use by this effort. Even if the consortium ends up developing its own metrics, it wants to have those metrics blend in smoothly with the CalPass Plus system or other common data tracking system which crosses education and workforce segments.

**3.3 Transition Strategies Among Consortium Participant's Systems**

Below, the consortium will describe the specific plans and strategies it will employ to create communication paths among consortium participants and higher education

institutions, defined and articulated pathways to postsecondary education or the workforce, and embedded access to student services including counseling, guidance, and follow-up.

## 3.3.1 Communication Paths

The consortium intends to continue to engage with the local workforce development agencies, employer partners, trade union/apprenticeship programs, and the community at large, as well as to collaborate among the consortium members, to design and implement specific courses, educational pathways, and training to meet current and future needs for the regional workforce pipeline.  Throughout the remainder of the planning phase, and into the transition and implementation phases for future adult education efforts, members and partners will meet in person at least quarterly, with more frequent working group and virtual meetings; agreements will be planned, negotiated and later implemented in order to streamline the adult pathways to reduce duplication of efforts among member and partner service providers (e.g., a Memorandum of Understanding outlining the levels of service and student access to be offered by each member agency). Communications will also be enhanced with the advent of a dedicated consortium website.

## 3.3.2 Defined and Articulated Pathways to Postsecondary Education or the Workforce

At a minimum, the Antelope Valley Adult School, through its EL Civics program, will expand offerings to students on various objectives that will guide students towards employment, nutrition, community resources, and many other important areas that lead to self-sufficiency and employment. Since the ultimate goal of literacy skills is employment – finding, keeping, or improving a job, using contextualized workplace examples and materials in various situations proves very useful. Materials can be requested and utilized from local employers or employment agencies. Instructors will encourage students to bring material from their job and read and interpret the information. Working in pairs or groups can introduce students to different approaches to solving a problem. Students will also learn how to compose a resume and a cover sheet during EL Civics classes.

## 3.3.3 Embedded Access to Student Services Including Counseling, Guidance, and Follow-Up

Consortium members and partners will also collaborate on designing a multi-tiered system of student supports, including, but not limited to, career assessments and interest/aptitude surveys, educational guidance/counseling services, language fluency supports (including bilingual classroom aides), individual education and guidance plans, workplace readiness skills classes and field trips, assistance with EDD/CalJOBS systems, CalWorks or other financial assistance, etc. The consortium intends to participate in presentations regarding VESL, California CareerZone, California Career Cafe, and other related assessments to determine which will best fit the needs of the region.

For example, the consortium will work with our local One-Stop Center and the Employment Development Department to help all adult students register with CalJOBS and introduce them to the many workshops offered through EDD at no charge such as resume writing, filling out employment applications, searching for jobs, soft skills and interviewing techniques. Similar courses could be offered at the adult schools for ESL students looking for employment.

The consortium will work with a local partner, The Greater Valley Immigration, Citizenship and Education Services, to help students with documentation in an effort to aid them to become productive citizens of society. The consortium will implement plans to allow easier access to postsecondary education for ESL students by having presentations at the adult schools by college counselors and admission officers.

Finally, more effective student follow-up mechanisms will be designed, including use of social media platforms such as Facebook, as well as traditional modes of contact e-mail, telephone and mail, and regular student, faculty, and community surveys. The data elements and student follow-up information will be reviewed and analyzed by consortium members and partners to determine the effectiveness of existing programs, as well as the need for adjustment due to emerging needs.

Table 3.1 is a work plan for documenting these strategies and approaches the consortium plans to implement to establish efficient pathways and transitions among consortium participants.

**Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants**

| Transition to be Addressed | Strategy/Approach to be Employed | Resources Needed | Estimate of the Cost | Responsible Parties | Methods of Assessment | Timeline |
|---|---|---|---|---|---|---|
| Basic Skills 3.1.1: Advancements through Basic Skills levels. | Structure course offerings in Basic Skills by creating Level 1 – below basic and Level 2 – basic<br><br>This will better match student's existing skills levels to available courses. This new structure will be implemented among the high school districts, articulated to fit with community college courses, and codified through MOU signed by members. | Clerical support and counseling staff support.<br><br>Faculty stipends, student input, IT support.<br><br>Meeting spaces. | $150,000 | AVBOT, AVC, AVUHSD, SKUSD | Improvements in adult student transitions as measured by Cal-PASS Plus tracking and other tracking methods as needed | November 15, 2015 through December 31, 2017 |
| Basic Skills 3.1.2: Transition from high school district adult education to community college courses and CTE. | Focus additional resources and attention on the transition from adult education to community college through the implementation of 1) Success Day programs for adult education students including assessment, counseling, educational planning and campus tour, 2) Summer Bridge program and 3) First Year Experience programs for new community college students. | Clerical support and counseling staff support.<br><br>Faculty stipends, student input, IT support.<br><br>Meeting spaces. | $100,000 | AVC, AVUHSD, SKUSD | Improvements in adult student transitions as measured by Cal-PASS Plus tracking and other tracking methods as needed | November 15, 2015 through December 31, 2017 |
| ESL 3.2.1: Transition from adult education ESL to community college (transfer level) ESL. | Document courses offered.<br><br>Develop common definitions and terminology.<br><br>Develop cross referenced comparable courses. | Faculty meetings;<br><br>Curriculum alignment; Working groups;<br><br>Facilities;<br><br>Student tracking systems. | $200,000 | AVC, AVUHSD<br><br>SKUSD | Use CASAS assessment measures for reading and listening skills | July 1, 2015 to June 30, 2017 |

| | Develop appropriate articulation agreements.<br><br>Provide appropriate placement using CASAS assessment measures for reading and listening skills and then for speaking and writing skills.<br><br>Develop and implement appropriate course alignment for transitional courses. | | | | | |
|---|---|---|---|---|---|---|
| ESL 3.2.2: Assessment of Student Achievement | Each district shares current approach to assessment tools.<br><br>Compare proposed changes to curriculum to align with new assessment approach.<br><br>Develop and evaluate assessment options<br><br>Explore common assessment approach that is being introduced to the community colleges and compare/implement parallel measures with the high school districts. | Meetings among assessment staff for each member institution, working groups, and database managers. | $200,000 | AVC, AVUHSD, SKUSD | Use CASAS assessment measures for reading and listening skills | July 1, 2015 to June 30, 2017 |
| AWD 3.3.1: Transition from high school to adult school and then to community college and CTE. | Coordinate counseling services provided at both the high school districts and at the community colleges. | Meetings with counselors and administrators; Cal-Pass access and tracking information. | $50,000 | AVC, AVUHSD, SKUSD | Improvements in adult student transitions as measured by Cal-PASS Plus tracking and other tracking methods as needed | November 15, 2015 through December 31, 2017 |
| AWD 3.3.2: Transition of clients from service provider agencies | Develop a new AWD consortium for the Antelope Valley that includes business and industry representatives. | Deaf studies sign language users and interpreters; counselors; | $120,000 | AVC, AVUHSD, SKUSD | Improvements in adult student transitions as measured by Cal- | November 15, 2015 through |

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|---|---|---|---|---|---|---|
| meeting the needs of different types and combinations of adult disabilities into community colleges courses and CTE programs. | | adaptive technology; learning disability specialists, etc. | | | PASS Plus tracking and other tracking methods as needed. | December 31, 2017 |
| AWD 3.3.3: Transition of clients at service provider agencies from existing in-house adult education programs to new in-house CTE courses. | Assemble team to assess the most practical and advantageous CTE courses that would be the best fit with the AWD needs of partnership organizations and implement transition strategies for these courses. | Clerical support and counseling staff support, faculty stipends, student input, IT support.<br><br>Meeting spaces. Curriculum development and implementation, articulation. | $50,000 | AVC, AVUHSD, SKUSD | Improvements in adult student transitions into CTE programs as measured by Cal-PASS Plus tracking and other tracking methods as needed | November 15, 2015 through December 31, 2017 |
| CTE 3.4.1: Transition from adult education to community college for existing short-term CTE education pathways. | Faculty and administrators will review existing education pathways, compile recommendations for improvement, make needed improvements, and evaluate subsequent results for Medical Assisting, Medical Billing and Coding, Pharmacy Technician, Administrative Assistant and Photography/Digital Media and Welding. | Clerical support and counseling staff support, faculty stipends, student input, IT support, meeting spaces, software, training, promotion, and marketing. | $175,000 | AVC, AVUHSD, SKUSD | Enrollment and success rates, Cal-PASS Plus or other data system tracking. | Completed by December 31, 2018 |
| CTE 3.4.2: Transition from adult education to community college for new and emerging short-term CTE education pathways. | 1. With industry input, faculty and administrators will review new education pathways, compile recommendations, implement new courses, programs and certificates, and evaluate subsequent results for Nursing Assistant, Home Health Care, Advanced Welding, Automotive Certification (ASE, NATEF), Photography/Digital Media Adobe Certification, and Electrical Trade. | Clerical support and counseling staff support, faculty stipends, student input, IT support, meeting spaces, software, training, promotion, and marketing. Curriculum development and implementation, articulation. | $200,000 | AVC, AVUHSD, SKUSD | Enrollment and success rates, Cal-PASS Plus or other data system tracking. | Completed by December 31, 2018 |

| | 2. A similar process will be implemented for emerging education pathways in Advanced Manufacturing, Aircraft Maintenance and Fabrication, CNC Manufacturing, Composites, Mechatronics, Robotics, and Medical, among others, as needed. | | | | | |
|---|---|---|---|---|---|---|
| CTE 3.4.3: Alignment of placement, curriculum, assessments, progress indicators, and major outcomes - i.e., awards of high school diplomas, CTE certificates, industry certifications, etc. | For both new and proposed educational pathways, faculty and administrators will:<br><br>1. Review the alignment of placement, curriculum, assessments, progress indicators, and major outcomes - i.e., awards of high school diplomas, CTE certificates, industry certifications, etc.<br><br>2. Compile recommendations.<br><br>3. Curriculum development, Implement new courses, programs and certificates.<br><br>4. Evaluate subsequent results. | Clerical support and counseling staff support, faculty stipends, student input, IT support, meeting spaces, software, training, promotion, and marketing. | $175,000 | AVC, AVUHSD, SKUSD | Enrollment and success rates, Cal-PASS Plus or other data system tracking. | Completed by December 31, 2018 |
| CTE 3.4.4: Transition strategies among the consortium participants' systems. | 1. For each new or existing education pathway, the Antelope Valley AB86 Consortium will host annual meetings and on-line discussion groups to facilitate communication paths among consortium participants and higher education institutions.<br><br>2. For each new or existing education pathway, faculty and administrators will create defined and articulated pathways to postsecondary education and the workforce.<br><br>3. For each new or existing education | Clerical support and counseling staff support, faculty stipends, student input, IT support, meeting spaces, software, training, promotion, and marketing. | $100,000 | AVC, AVUHSD, SKUSD | Enrollment and success rates, Cal-PASS Plus or other data system tracking. | Completed by December 31, 2018 |

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| | pathway, faculty and administrators will establish embedded access to student services including counseling, guidance, and follow-up. | | | | | | |
| APPR 3.5.1: Transition from CTE to apprenticeship (broadly interpreted) in career field. | 1. Articulation agreements to be developed and refined so they are consistent with the needs of industry.<br><br>2. Develop pre-apprenticeship programs for multiple educational pathways including Agriculture, Advanced Manufacturing, Medical, Energy, Small Business, Solar Power and Electrical.<br><br>3. Implement concurrent apprenticeships to be linked to classroom learning. | Outreach to employers, software training, promotion and marketing efforts. | $200,000 | AVC, AVUHSD, SKUSD & Local Employers | Number of students who participate in apprenticeships.<br><br>Cal Pass Plus tracking and research other tracking methods as needed. | Completed by December 31, 2016 |
| APPR 3.5.2: Transition from CTE to first job in career field. | 1. Connect with local employer representatives.<br><br>2. Inform local employer representatives about higher education programs graduates and certification holders in their industry. | Outreach to employers, software training, promotion and marketing efforts. | $100,000 | AVC, AVUHSD, SKUSD & Local Employers | Track students that are employed with apprenticeship programs and higher education systems: Cal Pass Plus or other industry methods | November 15, 2015 through December 31, 2017 |

**Regional Comprehensive Plan Objective #4: Plans to address the gaps identified pursuant to paragraphs (1) and (2).**

In responding to this objective, the Antelope Valley AB86 Consortium will describe how we intend to respond to gaps identified in the region. Our plans will identify programming and service gaps including lack of providers, services, access, attainment, and/or performance. In particular we will include strategies to incrementally increase capacity in identified gap areas. Finally, we will also discuss the resources needed to implement the identified strategies, and identify the methods and common metrics needed to track the successful implementation of the plan and measure the amelioration of identified gaps in services/programming. Our discussion below is divided up according to the five (5) pertinent program areas. Table 4.1 will summarize these details in an easy to read format.

## 4.1 Program Area One – Elementary and Secondary Basic Skills and Courses Needed for High School Diploma and Equivalency

Currently, existing CTE programs for adult education are focused on health care, office applications and computers. Clearly, the most important gap facing the Basic Skills program area is building up capacity to take the place of the elementary basic skills and ESL services being phased out at AVC. This process will demand two changes at the adult educational level: 1) Basic Skills training in adult education must be able to deliver adult students fully prepared to meet AVC placement standards, 2) greater attention must be paid to providing bridge programs, broadly interpreted, that smooth the transition of adult education students into mainstream for-credit college classes since some pre-college adult students will less likely to be receiving services on-campus, 3) Some Basic Skills courses will need to be offered at adult education schools in order to prepare adult students to succeed in post-secondary Basic Skills courses.  In order to carry out these efforts, additional full-time staff will be required at all member agencies.

 Moreover, all adult education programs need to have workplace readiness skills programs and counseling services embedded in them. Finally, AVC needs to upgrade its existing nursing program to better meet continuing demands for nurses in the health care field.

## 4.2 Program Area Two – ESL and Classes for Immigrants; Citizenship

The Antelope Valley AB86 Consortium sees a number of significant gaps in the delivery of English as a Second Language, citizenship services, and workforce preparation. For example, one of the things currently lacking for ESL students is programs that facilitate preliminary self-discovery, personality/career assessment, and goal-setting counseling

prior to actual educational planning. We expect that this type of preliminary counseling can be included in the AB86 program here in the Antelope Valley. The consortium members believe that individuals must know themselves and their strengths/weakness, and goals/dreams before they can appropriately plan their futures. There is also a compelling need to offer on-line/hybrid courses that will allow ESL students to spend more time learning English in a convenient manner that is respectful of their family time, limited income, and transportation needs. Accordingly, the consortium will seek to add counseling services to assist ESL students and also to embed counseling and access to resource modules in on-line/hybrid courses.

The Antelope Valley AB86 Consortium also plans to implement greater cooperation and support for the Greater Valley Immigration non-profit. This will facilitate free discussions and presentations to all ESL classes regarding DACA (Deferred Action for Childhood Arrivals) and other subjects relevant to immigration in the Antelope Valley. In the process, this will integrate more plans to help immigrants become United States citizens, learn English and become productive members of the community.  They will overcome barriers for ESL Learners by providing information and help regarding citizenship, medical coverage, passports, public assistance, documentation, attorney referrals, help with applications and forms, and social services. They will also offer classes that will help English Language learners with workplace readiness soft skills, interview skills, resume preparation, interpersonal skills, and appropriate dress.

To reduce overall costs and increase the impact of resources, the consortium plans to cooperate with efforts to apply for a Citizenship and Immigration Grant Program. It will also identify staff who will stay abreast of all the legislative, state, and federal laws regarding immigration, the Department of Homeland Security (DHS), renewal process for DACA (Deferred Action for Childhood Arrivals), or U.S. Citizenship and Immigration Services (USCIS) regulations. Such staff will be available to help students with applications or forms related to citizenship status.

The consortium also proposes to leverage existing systems to evaluate the effectiveness of the programs it is most interested in monitoring. For example, the consortium will evaluate its strategies by having a system in place to track students' progress such as a TOPSpro program that will enable users to do more than just collect data, but also use it to prepare learners to master skills, to incorporate content standards into curriculum, and to meet state and federal requirements.  The consortium is also interested in collaborating with the One-Stop WorkSource center to track students who transition to the workplace and employment status. The consortium's active involvement in this area will be key to monitoring surveys disseminated to students on the core performances achieved upon completion and/or graduation from

the program. Finally, the consortium plans to be the place where users can access its website and quickly obtain relevant enrollment data, demographic data, and employment data.

## 4.3 Program Area Three – Adults With Disabilities

The consortium found numerous gaps, complexities and technicalities to address when it investigated the status of AWD programs in the Antelope Valley. The biggest gap was, undoubtedly, a lack of communication among all the providers who were seeking to assist adults with disabilities, as interpreted in the broadest sense. This lack of connection and dispersal of networks made it difficult to even compile estimates of the number of adult learners in any specific category of disability. In some cases, the consortium was dealing with low-incidence disabilities, co-morbid disabilities, and emerging disabilities which are only just now starting to be understood such as adult attention deficit disorder (ADD). Due to the gap in knowledge and connection, the AWD working group recommended establishing a summit meeting of providers to map out specific numbers of individuals in each disability category and to brainstorm better pathways to serve their needs. One of the most promising strategies was to build on existing adult education programs provided by local non-profits and add to that effort appropriate CTE In-house training.

## 4.4 Program Area Four – Short Term CTE Programs

The consortium is recommending that efforts be made to expand the CTE offerings at AVUHSD and SKUSD to better reflect the complexity of the local workforce market place. For example, the consortium has determined that there is a great need to add a larger variety of CTE oriented programs at the adult education level. Currently, existing CTE programs for adult education are focused on health care, office applications and computers; this menu of CTE choices needs to be expanded – as it is in the case of SKUSD's welding and upcoming automotive programs – to better reflect the full employment needs of the Antelope Valley community. Moreover, all adult education programs need to have workplace readiness skills programs and counseling services embedded in them. Finally, AVC needs to upgrade its existing nursing program to better meet continuing demands for nurses in the health care field.

AVC has recently been selected as one of 14 community colleges in California to offer a baccalaureate degree under SB850. The degree will be offered in the field of Airframe Manufacturing Technology, including components of composites, airframe and power plant, advanced manufacturing, computer science, and engineering. Due to this unique opportunity, and in conjunction with recent public announcements of the expectation of increasing numbers of local jobs in this field, the members and partners in the

consortium will need to work closely together to align existing pathways and to create new coursework, as required, to develop and implement this new program successfully and timely.

As emerging workforce development needs are surfaced through industry partner input, new courses will be planned to add adult education programs which will be synched to those needs and to match up with related CTE programs at AVC. The consortium plans to be the network where its members and partners collaborate about new courses and new CTE pathways being developed at AVC, and where they brainstorm with industry partners instructors to determine what new skills need to be developed among adult education students to profit from these newly defined career-technical educational pathways. In particular, the consortium can increase efficiency by combining existing industry advisory boards so that both adult education and community colleges benefit from the same employer/industry advisors, insight into the best equipment and software investments, and emerging economic trends. In particular, the consortium may be able to reduce the purchase price of key simulators, on-line training, or other capital equipment. In addition, the consortium may be involved in efforts that reduce the costs of providing insurance for interns and apprenticeships and in developing and implementing embedded counseling systems and industry-relevant workplace readiness "soft skills" training.  For example, the consortium would like to improve the access of its members and partners to both the California Eligible Training Provider List (ETPL) and the Intrastate Training Resources and Information Network (I-TRAIN) databases since currently they are not locally accessible

## 4.5 Program Area Five - Apprenticeships

As indicated above, there is currently not much happening in the Antelope Valley regarding apprenticeships. Nevertheless, the consortium partners look forward to doing work to improve the status of apprenticeship – broadly defined – at both the adult education and community college level. For example, the consortium plans to support Edwards AFB as it works to re-engage the Student Career Experience Program (SCEP) program.[13]. As AVUHSD and SKUSD add courses to reflect regional workforce needs, it will build into those courses concurrent apprenticeship or pre-apprenticeship opportunities. The consortium will work to be the focal point of the larger regional efforts to reduce opportunity costs by reducing the barriers caused by out-of-date permitting

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[13] The Student Career Experience Program (SCEP) is a program sponsored by the United States government through the Office of Personnel Management geared toward inviting talented students into federal employment. Students must be enrolled in degree seeking programs and taking at least a half-time academic, technical, or vocational course load in an accredited high school, technical, vocational, 2 or 4-year college or university, graduate or professional school.

processes, excessive exposure to litigation, or insurance requirements which create barriers to unpaid work-based learning opportunities.

The following tables represent the consortium's best preliminary efforts to obtain the data requested.  We acknowledge the need for further development by each individual institution.  There is a need to have a common method of collecting, accessing, and accumulating the data in the future for these reporting processes and requirements. Currently each agency has a separate method of reporting similar information.

At the time of this report, much of the data are still not accessible.  The consortium is working with each organization to gather the needed data.   Additionally we have included an excel spreadsheet to make it easier to see the data.

**Table 4.1: Implementation Strategies to Address Identified Gaps**

| Description of the Gap | Strategies to Address the Gap | Resources needed | Estimate of the Cost | Responsible Parties (Specific school district(s) or college(s)) | Methods of Assessment | Timeline |
|---|---|---|---|---|---|---|
| Basic Skills 4.1.1: Too many adult students in rural areas and inmates are unable to access basic skills education. | Create infrastructure to assist with access to on-line/hybrid courses through Internet and/or instructor-led classes at remote locations. | Clerical staff IT staff, counselors, community access to Internet and computer hardware.<br><br>Locations for learning centers in rural areas. | $200,000 | CDCR, AVC, AVUHSD & SKUSD | Community surveys, Cal-PASS tracking or other data system. | November 15, 2015 through December 31, 2017 |
| Basic Skills 4.1.2: Too many adult students lack the study skills needed to succeed in Basic Skills education. | Implement study skills training in all ABE courses through on-line/hybrid embedded modules, and face to face strategies as well.. | Clerical staff IT staff, counselors, community access to Internet and computer hardware. | $100,000 | AVUHSD, SKUSD | Community surveys, Cal-PASS Plus tracking, CASAS and other data system. | November 15, 2015 through December 31, 2017 |
| Basic Skills 4.1.3: Too many adult students are uncomfortable with the stigma of participating in ABE, do not want to take ABE prior to taking advanced courses, and are unaware of the resources available to them. | Provide additional counseling to ABE students. | Clerical staff IT staff, counselors, community access to Internet and computer hardware. | $200,000 | AVUHSD, SKUSD | Community surveys, Cal-PASS Plus tracking or other data system. | November 15, 2015 through December 31, 2017 |

| | | | | | | |
|---|---|---|---|---|---|---|
| ESL 4.2.1: Lack of geographical access to ESL courses and services. | Add classes in remote areas.<br><br>Increase instructional hours in remote areas.<br><br>Develop blended/online learning options for students in rural areas.<br><br>Support enrollment in remote areas through improved marketing.<br><br>Develop improved transportation resources to bring in students from remote areas for instruction. | Facilities; staffing; staffing; advertising budget; transportation; Antelope Valley Transportation Agency (AVTA) vouchers. | $250,000 | AVC, AVUHSD, SKUSD | Enrollment, progress reports, advancement and completion tracking through Cal-PASS Plus or other data system. | July 1, 2015 to June 30, 2017 |
| ESL 4.2.2: Lack of student support services and advisement. | Explore areas of deficiency.<br><br>Implement an orientation program.<br><br>Develop transition counseling programs.<br><br>Develop career advisement programs specifically for ESL students. | Faculty meetings; Professional development; pathway awareness; college tours; training in how to conduct orientation programs; speakers to provide presentations on transition counseling for ESL students, Advanced Via Individual Determination (AVID) for adults. | $200,000 | AVC, AVUHSD, SKUSD | Student progress reports complied through Cal-PASS Plus or other data system, amount of peer support developed for students, recording of career advisement hours. | July 1, 2015 to June 30, 2017 |

| ESL 2.3: Lack of GED preparation courses in Spanish for adult learners. | Establish on-line/hybrid courses with consortium members and partners. | Software, training, promotion, marketing. | $100,000 | AVC, AVUHSD, SKUSD | On-line enrollment and success rates. | Completed by December 31, 2018 |
|---|---|---|---|---|---|---|
| AWD 3.1: Lack of sufficient counseling services for AWD. | Increase counseling resources available to AWD to improve awareness of current services offered by adult education providers and community colleges. | Clerical staff, IT staff, counselors, community access to Internet and computer hardware. | $500,000 | AVC, AVUHSD, SKUSD | Community surveys, Cal-PASS Plus tracking or other data system. | November 15, 2015 through December 31, 2017 |
| AWD 4.3.2 Life skills training for AWD. | Add life skills training to programs that serve AWD that will improve the ability of ADW to function more effectively in the workforce. | Clerical staff, curriculum/module development, IT staff, counselors, community access to Internet and computer hardware. | $100,000 | AVC, AVUHSD, SKUSD | Community surveys, Cal-PASS Plus tracking or other data system. | November 15, 2015 through December 31, 2017 |
| CTE 4.4.1: Lack of convenient and affordable transportation to AE or CC CTE training. | 1. Add additional education/training centers at remote locations.  2. Provide shuttle service or discounted passes for appropriate public transportation to educational/training centers.  3. Establish blended/hybrid courses with on-line modules with access to virtual labs and/or simulators. | Facilities in outlying areas, transportation vehicles and vouchers, internet infrastructure and ISP vouchers. | $200,000 | AVC, AVUHSD, SKUSD | Community surveys, Cal-PASS Plus tracking or other data system. | November 15, 2015 through December 31, 2017 |
| CTE 4.4.2: Lack of workplace readiness skills for CTE careers. | 1. Expand membership and participation in existing industry advisory | Industry participants, faculty workshops, | $100,000 | AVC, AVUHSD, SKUSD | Community surveys, Cal-PASS Plus tracking or other data system; | November 15, 2015 through December 31, |

| | | | | | | |
|---|---|---|---|---|---|---|
| | committees.<br><br>2. Provide faculty with training on techniques and philosophy associated with the 21$^{st}$ Century Skills movement; develop modules and embed within CTE, ABE, ESL, and AWD curricula.<br><br>3. Develop programs to inform and assist adult students in obtaining the necessary security clearances needed to enter some CTE careers. | faculty stipends. | | | NOCTI 21$^{st}$ Century Workplace Readiness Skills assessment. | 2017 |
| APPR 4.5.1: Shortage of apprenticeship or pre-apprenticeship programs to introduce adult students to high paying STEM related careers. | 1. Assist Edwards AFB in working to re-engage the Student Career Experience Program (SCEP) program.<br><br>2. Strengthen ties to existing union organized apprenticeship programs organized by the IBEW, Carpenters Union, Pipefitters Union, Teamsters Union, and International Association of Machinists and Aerospace Workers, among others.<br><br>3. Develop new apprenticeship programs in high-demand emerging fields including mining, wind/solar/water conservation, medical, and others as needed. | Additional counseling staff and office support.<br><br>Employment outreach specialist. | $500,000 | AVC, AVUHSD, SKUSD & Edwards AFB | Improvements in adult student transitions as measured by CalPASS Plus or identified industry methods. | November 15, 2015 through December 31, 2017 |

| APPR 4.5.2: Lack of participation in pre-apprenticeship to first career job facilitation by industry and community members. | 1. Contact existing members and partners to determine what is needed to better open the doors of the educational system to local employers.<br><br>2. Work with AVTA to secure discounts on transportation and other services.<br><br>3. Make contact with potential new partners including those in the fields of automotive, machinist, front office and robotics. | Student and employer input regarding what is needed.<br><br>Evaluation of those survey results from students and employers.<br><br>Additional counseling staff and office support.<br><br>Employment outreach specialist. | $200,000 | AVC, AVUHSD, SKUSD | Re-check with higher education and employers on status of students/ employees. | November 15, 2015 through December 2017 |

**<u>Regional Comprehensive Plan Objective #5</u>: Plans to employ 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 and career technical education.**

In responding to this objective, the Antelope Valley AB86 Consortium will identify plans to implement and/or improve specific evidence-based strategies across the region, within and between systems where they currently do not exist, to accelerate student's progress. These plans will address how we will identify and gather measurable improvement metrics and how existing best practices and strategies will be implemented for each of the program areas. Table 5.1 will summarize the elements of the plan.

**5.1 Plans to Implement and/or Improve Specific Evidence-Based Strategies**

Below, the Antelope Valley AB86 Consortium will discuss how it plans to implement at least three (3) specific evidence-based strategies to accelerate a student's progress including accelerated learning, competency-based learning, and contextualized learning strategies.

5.1.1 Accelerated Learning Strategies

A joint programming strategy will include offering summer classes at the adult education level where classes have been eliminated previously. The summer classes will provide continuation of services, and reduce the gap in education. In addition, new on-line/hybrid courses will be designed to facilitate and not impede students who are making rapid progress in their programs. Through new educational technology, the consortium expects that individual learners will be able to absorb instruction in their education pathway at the rate and pace that seems right for them given their current economic circumstances, family responsibilities, and career interests.

Data have shown that Basic Skills English classes offered in an accelerated 8-week format offer a greater avenue for success than the traditional 18-week courses. AVC has sought to increase the number of these courses each semester. Additionally, math acceleration has also proved to generate more success for Basic Skills math students. Specifically, the open-entry, open-exit math FastTrack program allows Math 65, 70, and 102 to be taken in one-unit modules and provides an opportunity for students to progress at their own pace. This accelerated format allows students to complete as many credits as they can per semester in order to move quickly into transfer level math.

## 5.1.2 Competency Based Education (CBE) Strategies

The potential benefits of competency-based education (CBE) have been recognized by policy makers and influencers in higher education. For example, the Center for American Progress recently released a white paper that found, "Competency-based education could be the key to providing quality postsecondary education to millions of Americans at lower cost."[14] In a speech last fall, U.S. Secretary of Education Arne Duncan referred to Western Governors University's competency-based degree programs, saying, "While such programs are now the exception, I want them to be the norm."[15] Currently, the National Institute for Learning Outcomes Assessments (NILOA) is collecting information regarding the implementation of the latest development in competency-based learning, the Degree Qualifications Profile (DQP) developed through the support of the Lumina Foundation. NILOA estimates that at least 8% of all institutions of higher education in the U.S. are "working with the DQP."[16]

The consortium will employ approaches to make technology more accessible to all adult students at all levels. Access to technology will help students with online job search and accessing other services that are available through the Web. The consortium will develop a course in basic computer concepts and Internet research that will be available to ESL students. Through competency based learning, AWD will be able to proceed at their own paces with the assistance of new tools designed to minimize their learning difficulties. In addition, CTE programs, which already largely offer competency-based education, will be able to offer access to simulators or other on-line training for practice or exam preparation.

## 5.1.3 Contextualized Learning Strategies

Adults in English as a Second Language classes learn more if they can make a connection between the language and content which is relevant to them.  Students are encouraged to bring a technical manual they need to read, a child's homework with teacher's note for the parents, a driver's license application, an employee's handbook or a safety pamphlet. Teachers can place students in groups while they practice their reading comprehension and analyze the forms. Reading comprehension can be evaluated through the context of their lives, and that's how they will retain most of what they learn.

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[14] Louis Soares, A 'Disruptive' Look at Competency-Based Education: How the Innovative Use of Technology
Will Transform the College Experience, (Washington, D.C.: Center for American Progress, June 2012) p. 12.
[15] Lewin, Tamar, "Official Calls for Urgency on College Costs," *The New York Times*, November 29, 2011.
[16] "DQP Institutions List," National Institute for Learning Outcomes Assessments. Retrieved at http://www.learningoutcomeassessment.org/DQPInstitutionList.html.

The consortium will implement a VESL program (Vocational English as a Second Language) with courses enabling ESL students to take Career Technical Education classes concurrently with ESL. Making Career Technical Education available to ESL students at all levels will help transition them to the workplace by building their workforce readiness skills, and technical competencies they need to succeed in the workplace.

In addition, the consortium will encourage the development of project based learning techniques that will engage the interests of adult learners as they progress from adult education to community college and careers.

## 5.2 How the Consortium Will Identify and Gather Measurable Improvement Metrics

Despite the tremendous national interest in CBE, the study of this approach is still in its infancy.[17] There is surprisingly little empirical, scientific evidence that this approach contributes to retention or speeds up degree completion for undergraduate students.[18]

If the need is for basic skills, students should be placed in the proper level. The consortium will have regular check points in place to monitor students' progress. Students are encouraged to aim for their personal and professional goals in small and attainable increments. By meeting goals, students will be encouraged by their own ability and will then seek to achieve even higher goals.

Following professional development and implementation, classroom walk-throughs and instructional coaching will be used to follow up and support use of the strategies, and to take "snapshots" to determine their effectiveness. Data will be gathered to determine how individual classes of students perform using different strategies, and the data will be reviewed and analyzed by faculty across the consortium. Faculty will, in subject-alike groups, review student work and make adjustments to instruction based on the

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[17] As Rebecca Klein-Collins writes: "Additional research is needed to evaluate the benefits to the student, particularly any improvements in persistence and degree completion that may be directly or indirectly associated with competency-based programs." See, Rebecca Klein-Collins, Competency-Based Degree Programs in the U.S.: Postsecondary Credentials for Measurable Student Learning and Performance," (Council for Adult and Experiential Learning, 2012), p. 32. Retrieved from: http://www.cael.org/pdfs/2012_CompetencyBasedPrograms.

[18] There is, however, promising evidence from Kaplan University those prior learning assessments (PLA) – a component of competence based learning - do have a positive impact on degree attainment for older students. See, "Promising and Practical Strategies to Increase Postsecondary Success: Prior Learning Assessment," Kaplan University, April 30, 2012. Retrieved from http://www2.ed.gov/documents/college-completion/prior-learning-assessment.pdf. The U.S. Department of Education classifies Kaplan University's program among Promising and Practical Strategies to Increase Postsecondary Success. See, http://www.ed.gov/college-completion/promising-strategies.

review of formative and summative assessments following use of the specified strategies.

In addition, most all courses will include embedded counseling modules which will allow for the early identification of students who are in danger of dropping their course work and interrupting their progress on their educational pathway. Counselors will monitor grades and progress of students throughout the program, and do pull-out sessions for students deemed to be at-risk of failing.  Additional supports, through a needs-assessment system, will be offered to assist the students to maintain progress in the programs.

Additionally, upon implementation of articulation of courses by the K-12 district adult education and community college faculty, the metrics mentioned above will be tracked to determine the progress of students through more advanced studies, certificate/degree programs, and related employment retention.

Finally, as the region adopts more CBE strategies, it will also be able to leverage improvements in educational software that will allow instructors to have real time access to monitoring their student's progress in self-directed learning. For example, the region plans to integrate technology as a tool to further strengthen academic and administrative services. This includes implementing software like CAMS Enterprise solutions. This software allows for additional features of the faculty and student portals, such as degree audit and online registration and payment processing. Instructional Technology staff members will provide faculty and staff training to maximize use of these features and modules. This training will also leverage CBE techniques. In collaboration with the faculty, we will develop a set of required competencies related to the use of instructional technology. These competencies will be incorporated into the educational technology plans and will include strategies for training and professional development.

### 5.3 How Existing Best Practices and Strategies will be Implemented for each of the Program Areas

In general, the consortium members and partners will conduct a meta-study of research-based adult learning theory to determine the most effective strategies, such as blended/hybrid learning, contextualized and project-based learning, open entry-exit programs or remote locations for various classes based upon community needs, etc. This may include site visits to other successful adult education providers, as well as presentation(s) by experts in the field.  Thereafter, joint professional development will be offered to faculty (instructors, counselors, administrators) in both the K-12 district adult

education programs and community college to implement these strategies throughout the consortium region.

5.3.1 Program Area 1 – Elementary and Secondary Basic Skills and Courses Needed for High School Diploma and Equivalency

To facilitate the placement of adult students in Basic Skills courses, the consortium is proposing the development of a two-tier system which includes both below basic and basic categories. Courses will be distributed among these two levels and there will be appropriate placement, instruction, counseling, and assessment provided at each level. This bifurcated approach holds the promise of providing more adult students with a level of challenge that is suitable to their existing skill level. It will also allow the faculty involved in the basic category to redouble their efforts to make sure their students are prepared for transfer-level work at AVC.

To make this new system work, the consortium plans to encourage the development of specialized bridge programs designed to facilitate the transfer of adult students into the counseling, career guidance, peer support, and instruction available at AVC.

In the process, the consortium will seek to develop and implement competency-based learning, delivered through on-line/hybrid programs. CBE holds the promise of allowing learners to advance at their own speed through a computerized program that provides educational modules, skill tests, and automatic links to counseling services when it appears that the adult learner has become inactive or stalled out in their progress. In addition, on-line/hybrid CBE learning will make it easier for adult students living in outlying areas to access their chosen educational pathway. Since the major challenge facing adult education is the high dropout rate among its clients, new technology will allow for experimentation within different courses to determine what is most likely to encourage the adult learner to continue with their educational program.

5.3.2 Program Area 2 – ESL and Classes for Immigrants; Citizenship

The consortium will employ approaches to accelerate a student's progress towards his or her goals by employing a number of techniques including contextualized instruction in the ESL classroom. Students learn best when they realize a purpose for learning and when the skills can be quickly applied in their daily lives. Instructors assist learners to see real-world applications in the material they are learning.

To help implement this strategy, the consortium will employ approaches and disseminate surveys to ESL students on their main topics of interest. EL Civics classes can be offered based on the needs assessment for ESL students. Students are required to apply the skills learned in real -life situations, and are encouraged to explore

connections between specific skills and daily tasks. The more students practice what they learn, the more they can apply it to different situations, and, with increased practice, retention of skills is increased, and therefore, students will become more independent in performing daily tasks. Courses can be designed so that they also help ESL students overcome barriers related to getting identification, applying for citizenship, and receiving services.

Finally, the consortium will encourage the greater use of language learning software that will reduce the barriers to learning English among those with pressing family responsibilities, transportation issues, or schedule conflicts. This software may include additional opportunities to practice in a manner that speeds up the acquisition of English according to set, verifiable standards embedded in the software itself. Such software uses voice recognition tools to improve the student's access, to measure the student's progress on a variety of indicators, and automatically provide students with extra experience, training, and drills in areas where their language skills are below appropriate standards. In addition, it may be possible to provide adult students with access to live chat rooms where they have the opportunity to practice speaking and writing English in a real world context.

### 5.3.3 Program Area 3 – Adults with Disabilities

The consortium recognizes that – with the help of assisted technology – new possibilities for accelerated learning for adults with various types of disabilities may be developed. Computerized CBE can be adapted to meet the needs of adult learners who are blind or deaf or dealing with a profound physical disability including complete paralysis. While computer-based CBE may not be a good fit for some intellectually disabled students, there are others who may find themselves thriving in a hybrid on-line/classroom environment where they can proceed at their own pace independent of their disabled or non-disabled peers. One of the major advantages of this approach is that instructors will have early warning regarding their student's progress and can provide automatic links to faculty/counseling services when it appears that the adult learner has become inactive or stalled out in their progress. In this way, a physical, cognitive or emotional issue can be addressed quickly before it threatens to slow down the disabled adult learner's progress. Moreover, it will be easier to track the progress of the student through multiple levels of education provided at diverse sites.

### 5.3.4 Program Area 4 – Short Term CTE Programs

The consortium anticipates that student progress will be accelerated through the introduction of a joint programming strategy which will include offering summer classes at the adult education level where classes have been eliminated previously. The summer classes will provide continuation and reduce the gap in education.  Likewise, CBE promises to continue existing reforms in short-term CTE programs by transforming the role of the instructor from that of a "Sage on the Stage" to that of a "Guide on the Side." In high demand fields such as Home Health Aides, Personal Care Aides, Pharmacists and Software Developers, programs are already being developed that leverage on-line CBE strategies. The consortium sees that it can exercise a leadership role in informing key stakeholders about the promise of CBE and lead efforts to facilitate its adoption in those economic fields where it can be most profitably employed by adult learners. This approach is particularly promising because it demands active attention, decision-making, and frequent assessments, no matter the adult learner's interpersonal skills, cultural background or ESL status. Finally, contextualized learning can also be employed in counseling in cases where the counselor might want to apply motivated interviewing techniques which not only gather needed data on the adult learner but also serve to inspire the adult learner at the same time through contextualized communications. Finally, on-line/hybrid learning will make it easier for adult students in CTE pathways who are living in outlying areas to access their course content, assessment modules, counselors and faculty members.

5.3.5 Program Area 5: Apprenticeships

For its part, the consortium wants to accelerate access to apprenticeships by building into its program features including pre-apprenticeships, field trips, internships, shorter externships, and informational events. Externships are particularly interesting to the consortium. Internships and externships are both on-the-job training programs for diploma program students, college students and sometimes other professionals. They are similar to apprenticeship programs which are designed to teach someone a skill or trade. Unlike apprenticeship programs that teach beginners a skill while they are on the job, internships and externships are temporary training methodologies that enhance in-class instruction that give (adult) learners a short-term work experience in their chosen career field. Internships and externships are very similar. They both place (adult) learners in a professional setting where they can gain valuable insight into what they can expect to experience within the field they have chosen. Internships are longer in duration and can last anywhere from 2-3 months, a semester, and in some cases an entire year. Externships, on the other hand, are for a considerably shorter length of time. Externships can be for just one day, or for a week, allowing students to easily complete externships over a winter or spring break. The shorter time span can also be a

benefit in providing more externship opportunities and thus more insights into different work environments.

In conjunction with shorter externships, CBE may provide adult learners with the ability to meet certification requirements in a truly accelerated fashion since their progress is no longer based on the time they spend in the classroom – but rather on their assessed achievement of particular learning objectives. The achievement of a certificate through a CBE computerized system such as industry-approved digital skill badges would help give the employer confidence in both the motivation and knowledge held by the potential or incumbent employee.

Finally, the consortium anticipates that it will be able to provide contextualized learning that anticipates some sort of industry related apprenticeship, internship or externship as a standard rite of passage for an adult student pursuing a particular educational pathway focusing on high skills, high wages or high employability leading to sustained employment.

**Table 5.1: Work Plan for implementing approaches proven to accelerate a student's progress toward his or her academic or career goals**

| Description of the Approach | Tasks/Activities Needed to Implement the Approach | Resources needed | Estimate of the Cost | Responsible Member | Methods of Assessment | Timeline |
|---|---|---|---|---|---|---|
| Basic Skills 5.1.1: Introduce students to Basic Skills on-line/hybrid course opportunities. | Work with community partners and districts to recruit students, offer distance learning in non-traditional locations. | Facilities, clerical staff, counselors. | $250,000 | AVC, AVUHSD, CDCR & SKUSD | Community surveys, Cal-PASS, CASAS or other data system | November 15, 2015 through December 31, 2018 |
| Basic Skills 5.1.2: Increase the coverage and application of existing Senior Math Accelerated Program (SMAP) to meet the needs of adult education students. | Facilitate the use of AVC's existing on-line learning program using Educosoft designed to review and enhance math concepts to improve student's performance on entrance/placement exams in math. | School counselors, additional trained math instructors and IT staff. | $150,000 | AVC, AVUHSD, SKUSD | Community surveys, Cal-PASS or other data system, and measurement of higher level basic skills placements. | November 15, 2015 through December 31, 2018 |
| Basic Skills 5.1.3: Contextualize Basic Skills learning so that it includes career relevant projects, tasks and information. | Provide specialized training to faculty to implement contextualized learning strategies in their ABE courses. | School counselors and instructors. | $20,000 | AVUHSD, SKUSD | Community surveys, Cal-PASS or other data system, and measurement of higher level basic skills placements. | November 15, 2015 through December 31, 2018 |
| ESL 5.2.1: Introduce students to various ESL instructional delivery options. | Work with community partners and districts to recruit students, offer ESL distance learning and traditional classes in remote locations. | Facilities, clerical staff, counselors. | $250,000 | AVC, AVUHSD, SKUSD, CDCR | Community surveys, Cal-PASS or other data system | November 15, 2015 through December 31, 2018 |
| ESL 5.2.2: Develop new programs that compress ESL courses into shorter, more intensive terms (accelerated) | Assemble ESL faculty to develop new compressed ESL courses that leverage new on-line/hybrid technology to | School counselors, ESL instructors and IT staff. | $160,000 | AVC, AVUHSD, SKUSD | Community surveys, Cal-PASS or other data system, and measurement of higher | November 15, 2015 through December 31, 2018 |

| | | | | | | |
|---|---|---|---|---|---|---|
| that speed up student progress. | speed up student learning in reading, listening, speaking and writing skills. Imbed counseling into the on-line/hybrid courses so that counselors have real time access to student progress and can engage students quickly if they appear to be falling behind or no longer participating in their efforts to reach their educational goals. | | | | | level ESL skills placements. | |
| ESL 5.2.3: Contextualize ESL learning so that it includes career relevant projects, tasks and information. | Provide specialized training to faculty to implement contextualized learning strategies in their ESL courses that includes soft skills. | Instructors, career advisors and counselors | $50,000 | AVUHSD, SKUSD | Community surveys or other data system, and measurement of higher level ESL skills placements. | November 15, 2015 through December 31, 2018 |
| AWD 5.3.1: Provide embedded access to on-line counseling for AWD which will be included as a standard practice in existing on-line/hybrid learning programs. | Introduce embedded on-line counseling and services into existing on-line/hybrid learning programs; Include features which meet the needs of adult students with specific disabilities | School counselors, math instructors and IT staff. | $80,000 | AVC, AVUHSD, SKUSD | Community surveys, Cal-PASS or other data system, and measurement of higher level basic skills placements. | November 15, 2015 through December 31, 2018 |
| CTE 5.4.1: Hybrid/blended learning opportunities. | Creation of on-line/blended modules and courses for use in CTE curricula. | Leading Edge certification for CTE teachers, learning management system for coursework, computer/Internet accessibility for students, faculty stipends to create coursework. Internet infrastructure, ISP vouchers for students and/or remote locations to access on-line/hybrid learning opportunities. | $150,000 | AVC, AVUHSD, SKUSD | Students' completion rates. | June 2016 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| CTE 5.4.2: Virtual simulators or trainers. | 1. Provide adult students with on-line access to state-of-the-art simulators or trainers which are crucial to completing their educational pathway.<br><br>2. Reduce total costs for virtual simulators or trainers by negotiating agreements that involve multiple members/partners. | School counselors, CTE faculty and IT staff, industry partners. | $1,500,000 | AVC, AVUHSD, SKUSD | Students' completion and employment statistics, industry certification achievement, and licenses. | June 30, 2018 |
| CTE 5.4.3: Contextualized learning in preparation for CTE. | CTE contextualized projects for appropriate courses with integrated ties to CTE courses. | Project-Based Learning (PBL) training for faculty, CTE standards alignment, faculty time to create CTE projects for courses, and industry review of projects. | $100,000 | AVC, AVUHSD, SKUSD, Industry Partners | Data review of student achievement in contextualized vs. non-contextualized coursework, number of CTE certificates issues and industry certifications attained. | June 30, 2016 |
| CTE 5.4.4 Investigate facilities lease for centralized training center including makerspace. | Consult with local property managers on available conforming space and prices. | Determine space needs, consult with property and development manager. | $500,000 to $1 million | AVC, AVUHSD, SKUSD, industry partners | Number of students accessing and number of students obtaining relevant certifications. | September 2015 through January 2016 for facilities review; selection and begin use 2016-2017 |
| APPR 5.5.1: Transition of CTE adult students to opportunities for apprenticeships. | 1. Purchase industry related equipment and machines that can be used for practical, student training or engaging outreach efforts.<br><br>2. Determine the evaluation and testing tools needed to prepare adult students for pre-employment. | Demonstration materials, equipment, and machines along with industry and faculty personnel to demonstrate use of these products. | $750,000 | AVC, AVUHSD, SKUSD, Industry Partners | Measure improvements in adult student transitions to the workforce through CalPASS Plus or other data system, employability, and first job in career success rates. | November 15, 2015 through December 31, 2018 |

| APPR 5.5.2: Implement on-line workplace readiness training related to 21st Century Skills. | 1. Investigate what is needed the most by adult students and employers.<br><br>2. Develop new workplace readiness training modules designed to teach the workplace skills needed by students and valued by employers. | Partnership with local employers to develop and implement modules.<br><br>School counselors, workplace readiness instructors and IT staff. | $200,000 | AVC, AVUHSD, SKUSD and Local Employers | Yearly evaluations conducted by counselors and employers; NOCTI 21st Century Workplace Readiness Skills assessments. | November 15, 2015 through December 2017 |
|---|---|---|---|---|---|---|

**Regional Comprehensive Plan Objective #6**: **Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.**

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

## 6.1 Practices in Basic and Secondary Skills that Build "College and Career Readiness" Skills

The consortium sees the need for faculty to be trained in new models like the 21st Century skills movement. This movement describes the new skills, knowledge, and expertise students need to succeed in work and life including a combination of rigorous courses imparting both core content knowledge and skills to engage students and increase achievement. Typically, the four components of the 21st Century skills movement include:

- Core subjects and 21st century themes (such as language arts, mathematics, science, global awareness, and financial literacy).
- Learning and innovation skills (such as creativity and innovation and critical thinking and problem solving).
- Information, media, and technology skills.
- Life and career skills (such as initiative and self-direction).

The consortium anticipates providing faculty with concrete solutions from the field that have been developed by the Partnership for 21st Century Skills, National Council of Teachers of Mathematics, the National Council of Teachers of English, the National Council for the Social Studies, the National Science Teachers Association, and the National Council for Geographic Education designed to infuse 21st century skills into core classes.

The consortium sees the opportunity to lead changes that will benefit adult learners as they face rigorous higher-education coursework and a globally competitive work environment. This will require educational institutions to align classroom environments and core subjects with 21st century skills. By combining both skills and content,

educators can impart the expertise required for success in today's world.  In addition, faculty need additional professional development in accurately evaluating student work.

## 6.2 Team Building, Critical Thinking, Problem Solving, Study Skills, Workplace Readiness Skills, and Career Assessment

The consortium members and partners, including faculty, note that further work in contextualized, work-based numeracy is imperative, as well as workplace/technical English reading, writing, listening and speaking embedded with 21st Century skills such as critical thinking, problem-solving, and collaboration.  The workplace readiness ("soft") skills (such as resume, interview, dress, work ethic, etc.), are crucial components that are needed for the success of the student.  Student support structures must also be implemented to assist students with navigating the job search and placement process.

## 6.3 Technology Use and Integration to Enhance and Expand Technology in Instruction

The consortium sees the need for faculty to pursue programs like Leading Edge's Online & Blended Teacher Certification. Launched in 2011, Online & Blended Teacher Certification guides educators through a curriculum based on the iNACOL National Standards for Online Teaching. Upon successful completion, the certification gives schools, districts and other prospective employers assurance that Leading Edge Certified Online & Blended Teachers not only have the skills to effectively facilitate online and blended courses, but also have a solid understanding of how to enhance the learning opportunities for all students enrolled in their courses.

In addition, students need instruction in the safe and effective use of basic hand, power and machine tools.  Los Angeles County Office of Education is designing a short-term course to include these skills for use within the region.  Employment Training Panel (ETP) grants funding will be used temporarily to support this offering.

Coursework to strengthen basic and advanced workplace computer skills will also be required; adaptive technology may be needed to meet the needs of some adult students with disabilities, as well as translation services to ensure equity of access for all coursework.

## 6.4 New Models and Instructional Strategies for Contextualized and/or Accelerated Teaching and Learning

As we leverage new approaches to accelerate adult learning, we see a need for the National Career Development Facilitator certification for counselors. http://www.ncda.org/aws/NCDA/pt/sp/facilitator_overview .  This certification for faculty

will allow them to provide specifically-targeted information to students in order to match educational and career goals and objectives with needed coursework and skill-building.

Moreover, there is a need to provide faculty with training in the use of advanced manufacturing tools, particularly in the field of digital manufacturing. In particular, there is a need to link to employers the workers who have the full range of skills needed to operate two-axis CNC machines (Bridgeport, Fadal, Haas and/or Okuma, etc.) AVC has developed its project design and delivery system to provide the precise skills needed by local employers in time to meet increased demands for new and incumbent workers fully trained in working CNC machines; including knowledge of the standardized operating software, computerized controls, machining tools, materials, safe operation, troubleshooting and workmanship standards.  The consortium is particularly interested in the fact that e-digital manufacturing requires workers who are confident and capable problem-solvers who can anticipate difficulties, identify problems that threaten workmanship or the equipment, maintain compliance with environmental and safety regulations and work alone and unsupervised according to blueprints and work specifications.  Since digital manufacturing is relatively new and expensive, faculty at both the adult school and college level need to gain experience in the use of CNC machines in aerospace, construction, entertainment, health care, resort and other industries.

## 6.5 Skills Building Intercultural Competence Among Faculty, Staff, and Administrators

Due to the recent location of foreign-owned enterprises within the region, additional support and training for students related to workplace diversity is needed. In particular, the consortium plans to hold professional development opportunities that faculty from both the adult schools and the community college consortium members will share regarding the education of ESL adult students in this subject. By having both groups at the table, the consortium will be able to identify the gaps that exist between the two systems. A bridge or transition course can be implemented addressing the missed competencies students have after they complete the advanced level at the adult school level. As part of this effort, information about technology training, instructional strategies, teaching English Language Learners, and intercultural practices will be made available to all members of the consortium so they can share best practices. This effort is particularly urgent because AVC will be most likely reducing its efforts in remedial ESL and in the adult basic education field in general.

## Table 6.1: Current Professional Development

| Topic | Professional Development Strategy | Program Area(s) Addressed | Estimated Cost to Implement Consortium-Wide |
|---|---|---|---|
| Basic Skills 6.1.1: Andragogical Theory of Learning Presentations. | Malcolm Knowles, recognizing the growing number of adults attracted to higher education, introduced the theory of andragogy to American adult educators in 1968. His landmark work distinguished between the pedagogical and andragogical theories of learning; in other words, he distinguished between teacher-directed activities usually considered appropriate for children and self-directed activities that are seen as appropriate for adults. Rethinking education with adult characteristics in mind, Knowles resulting curriculum design is process-based rather than the content–based curriculum for children. This process design allows the instructor to act as a facilitator who links numerous resources with the adult learner. | 1,2,3,4 & 5 | $150,000 |
| ESL 6.1.2: CASAS Quick Search. | QuickSearch Online is an easy-to-use database of 2,300+ instructional material titles coded to skill levels, CASAS Competencies, and skill areas. It provides an essential link between assessment and instruction in the CASAS system. Instructors are introduced to QuickSearch Online for use in curriculum development, targeting instruction based on assessment results, and filling in gaps in their existing curriculum | 1 & 2 | $40,000 |
| AWD 6.1.3: How to Refer Students to the Office for Students with Disabilities (OSD) | This professional development training provides AVC faculty with the information they need to identify AWD issues and to provide appropriate referrals to the OSD. | 3 | $15,000 |
| CTE 6.1.4A: Model Curriculum Standards (MCS) for CTE | Train CTE teachers using MCS-CTE modules, including course alignment. | 4 | $50,000 |
| CTE 6.1.4B: Project Based Learning | Integrated teams of ABE, ESL and CTE faculty work on integrated academic and CTE project based learning modules (CCSS-aligned). | 1, 2 & 4 | $500/faculty member per year or $150,000 per year for 300 faculty members. |
| CTE 6.1.4C: National Association of College Employers | To utilize associations for job skills development as well as leveraging marketing and employment strategies for students. | 4 & 5 | $250,000 |

| APPR 6.1.5A: State-approved Apprenticeship Programs | Develop and Maintain Approved Apprenticeship programs to stay abreast of new methods of trainings as well as new opportunities within various industry sectors. | 4 & 5 | $250,000 |
| --- | --- | --- | --- |
| APPR 6.1.5B: California Placement Association | To utilize associations for job skills development as well as leveraging marketing and employment strategies for students. | 4 & 5 | $250,000 |

| Topic | Collaborative Professional Development Strategy (Activities, Participants, Delivery Mode, Frequency) | Program Area(s) Addressed | Estimated Cost to Implement Consortium-Wide |
|---|---|---|---|
| **Table 6.2: Collaborative Professional Development Plan** | | | |
| All 6.2.A: CalPASS Plus Training | Activity: Workshops and/or webinars available to all consortium members' faculty to train them in the new database management system that will be used to track student progress between the various organizations from K-12 into the first career job. Participants: Adult education and community college faculty members. Delivery Mode: Workshops and/or webinars. Frequency: Once per year. | 1, 2, 4 & 5 | $300,000 |
| All 6.2.B: 21st Century Skills | Activity: The consortium anticipates that faculty members need to be trained in new models like the 21st Century skills movement and evaluation of student work. Participants: Adult education and community college counselors. Delivery Mode: Workshops and/or webinars. Frequency: Once per counselor. | 1,2,3,4 & 5 | $10,000 |
| Basic Skills 6.2.1A: Senior Math Accelerated Program (SMAP) | Activity: Training on use of AVC's existing on-line learning program using Educosoft designed to improve student's performance on entrance exams in math. Participants: Adult education and community college faculty members. Delivery Mode: On-line/hybrid course. Frequency: Once per year. | 1 | $25,000 |
| Basic Skills 6.2.1B: Contextualized Learning in ABE | Activity: Training on application of contextualized learning for ABE. Participants: Adult education faculty members. | 1 | $25,000 |

| | | | |
|---|---|---|---|
| | Delivery Mode: On-line/hybrid course.<br><br>Frequency: Once per year. | | |
| Basic Skills 6.2.1C: Development of Success Day, Summer Bridge and First Year Transition Programs | Activity: Training on how to apply Success Day, Summer Bridge, and First Year Experience transition programs to meet the unique needs of Basic Skills students preparing to transfer to community college and CTE training.<br><br>Participants: Adult education and community college faculty members.<br><br>Delivery Mode: Presentation and workshop.<br><br>Frequency: Once per year. | 1 | $25,000 |
| ESL 6.2.2A: Contextualized Instruction Training | Activity: Workshops and/or webinars available to all consortium members' faculty to incorporate contextualized instruction in their ESL courses.<br><br>Participants: Adult education and community college faculty members.<br><br>Delivery Mode: Workshops and/or webinars.<br><br>Frequency: Once per year. | 1, 2 & 4 | $100,000 |
| ESL 6.2.2B: English Language Learners Training | Activity: Workshops and/or webinars available to all consortium members' faculty to train them in methods to improve ESL student outcomes through technology training and better understanding of intercultural best practices using trainers/programs brought to the Antelope Valley.<br><br>Participants: Adult education and community college faculty members.<br><br>Delivery Mode: Workshops and/or webinars.<br><br>Frequency: Once per year. | 2 & 4 | $100,000 |
| AWD 6.2.3: Training for Faculty on AWD, Universal Access Principles, and Services Provided | Activity: Workshops and/or webinars available to all consortium members' faculty to train them in better understanding the complexities of needs contained under the AWD umbrella, how to apply universal access principles so that their courses are accessible to as many adult students as possible, and an overview of the multiplicity of services available to AWD. | 3 | $50,000 |

| | Participants: Adult education and community college faculty members.<br><br>Delivery Mode: Workshops and/or webinars.<br><br>Frequency: Once per year. | | |
|---|---|---|---|
| CTE 6.2.4A: Blended Learning | Activity: Leading Edge certification for faculty members (one-time, on-line).<br><br>Participants: Adult education and community college faculty members.<br><br>Delivery Mode: Workshops and/or webinars.<br><br>Frequency: Once per year. | 1, 2 & 4 | $100,000 |
| CTE 6.2.4B: Integrated Curriculum/Aligned Pathways | Activity: Cross-segmental (AE, CC) professional learning communities within subject matter disciplines.<br><br>Participants: Adult education and community college faculty members.<br><br>Delivery Mode: Workshops and/or webinars.<br><br>Frequency: Quarterly. | 4 | $50,000 |
| CTE 6.2.4C: National Career Development Facilitator certification for counselors. | Activity: Leverage new approaches to accelerate adult learning to be gained from the participation of counselors in the National Career Development Facilitator certification process.<br><br>Participants: Adult education and community college faculty members.<br><br>Frequency: Once per counselor. | 1,2,3,4 & 5 | $10,000 |
| CTE 6.2.4D: Six Sigma Kaizen Training for faculty | Activity: New approaches to diversity training for faculty and to incorporate into CTE courses to work with foreign companies located in the Antelope Valley<br><br>Participants: Adult education and community college faculty members.<br><br>Frequency: Once per faculty member. | 4 | $50,000 |
| CTE/APPR 6.2.5: | Activity: Train faculty members in use of state-of-the-art simulators and equipment, | 4 & 5 | $250,000 |

| Prepare Faculty to Use Latest Equipment to Prepare Students for Apprenticeships | especially in the fields of machining and commercial electrical.<br><br>Participants: Adult education and community college faculty members.<br><br>Delivery Mode: Workshops and/or webinars.<br><br>Frequency: Once per year. | | |
|---|---|---|---|

**Regional Comprehensive Plan Objective #7: Plans to leverage existing regional structures, including, but not limited to, local workforce investment areas.**

In responding to this objective, the Antelope Valley AB86 Consortium will describe how the consortium will leverage existing assets or structures to benefit the adult learners in the region. In particular, we will identify existing regional structures and their resources and identify current engagement strategies and how these strategies leverage regional structures.

**7.1 Identification of Existing Regional Structures and Their Resources**

The attendance at the last regional community consortium meeting, the third in a series beginning in June of 2014, was outstanding, including approximately 68 representatives from various organizations. Nevertheless, outside of the CTE breakout group, there was little visible industry presence. One of the key goals of the consortium is to build on its strong ties to the GAVEA, the Antelope Valley Board of Trade, and the local Chambers of Commerce, to further encourage the development of industry partners. In some cases, for example, industry partners may be motivated to assist in the selection of appropriate software, simulators or other training materials suitable to incumbents or entry level workers in their fields. In addition, the consortium can serve as a local focal point for providing high quality information on industry needs which ensures that industry representatives are heard, acknowledged, and given feedback which illustrates the difference they made to the educational process. By including both adult education and community college faculty, there should be greater efficiencies in gathering needed information about the workforce marketplace.

7.1.1 WIB's

There are a number of WorkSource Centers in the Antelope Valley including one housed at the Jewish Vocational Service in Lancaster and the South Valley WorkSource Center in Palmdale. WorkSource is a collaborative effort between multiple local Workforce Investment Areas within the County of Los Angeles, as well as Los Angeles County Department of Public Social Services/GAIN, Los Angeles Economic Development Corporation, and the California Employment Development Department, all of which came together to better serve the employment and training needs of the Los Angeles region. The organizations that make up WorkSource saw the need for delivering consistent and quality workforce development services throughout the region. These services strengthen the local economy by creating a skilled workforce to help local businesses prosper. Since WorkSource centers are funded through Federal WIA dollars, most services are available at no cost. WorkSource services are provided through "One-Stop" Career Centers located in the Antelope Valley. They follow a

business services model that provides a fundamentally different approach to serving customers. The model ensures the reliable delivery of services to businesses as well as the sharing of job listings and potential candidates throughout an entire countywide network. The consortium will continue collaboration with the local Workforce investment board. In fact, AVUHSD's adult education director attends regular meetings as a board member for the local WIB, and also of GAVEA. The adult education director shares the non-confidential information gathered during those meetings with the Antelope Valley AB86 Consortium during its regular meetings.

## 7.1.2 Chambers of Commerce

Antelope Valley Hispanic Chamber of Commerce: The Antelope Valley Hispanic Chamber of Commerce was established in 1997 as an organization dedicated to serve as a vehicle and bridge for Spanish-speaking business-owners to participate and assimilate into our American community. With a vision of fostering and assisting new and existing businesses being impacted by the growth of the Hispanic populace, there was truly a great need for an organization that understood the economic power of the marketplace and promoted entrepreneurship and market-share for the untapped Hispanic market resource.

Its mission is to provide Hispanic entrepreneurship, community growth and development by supporting economic programs designed to strengthen and expand the potential of all business, to improve the quality of life within our community, create a strong local economy, provide networking and promotional opportunities, and represent the interests of business to government.

Chamber of Commerce of the Greater Antelope Valley: This organization's purpose is to help give local businesses the tools, technology and support they need so that they can strengthen and grow their business to a prosperous means. It is a social network of businesses that come together to promote each of their individual business, as well as to promote other member businesses in the local economy. A business will join a Chamber of Commerce to network and to help build relationships so that they can grow their business. The Chamber in turn will help with the networking, support the businesses and give back to the community. Its motto is "Promoting Business in the Antelope Valley - What can we do to help your business?"

Lancaster Chamber of Commerce: The mission of the Lancaster Chamber of Commerce is to serve the community by promoting, protecting, encouraging and developing local business. For over 110 years, the Lancaster Chamber of Commerce has been serving as a regional representative for the interests of local businesses located in the greater Antelope Valley. The Lancaster Chamber of Commerce is a

privately-supported, nonprofit 501(c)(6) business organization dedicated to improving the economic environment of the community through enhancing the opportunities of its local businesses, fostering a spirit of entrepreneurship, and advocating for "business-friendly" policymaking. This is represented in five major areas of focus: Membership Services, Legislative Advocacy, Community Development, Business Development, Business Support and Consulting Services

Palmdale and Rosamond Chambers of Commerce: These Chamber organizations represent the local business community, taking timely action on issues of critical importance for the benefit of its members and providing services and resources to improve local commerce. Their mission is to promote, develop, and service business, industry, and community.

7.1.3 County Libraries

LA County Library: The County of Los Angeles Public Library was established in 1912 under authority of the County Free Library Act. The Library is a special fund department operating under the authority of the County Board of Supervisors. Today it is one of the major libraries of our nation, and provides library service to over 3.5 million residents living in unincorporated areas and to residents of 51 of the 88 incorporated cities of Los Angeles County. The service area extends over 3,000 square miles. Supplementing the 7.5 million volume book collection, the Library also offers magazines, newspapers, government publications and many specialized materials including online databases.

Kern County Library: For more than 100 years Kern County Library has been committed to meeting the educational, recreational, cultural, and informational needs of the people of Kern County. The Beale Memorial Library houses extensive materials in fine arts, historic Kern County and California Maps and Photographs, Genealogy, and Geology, Mining, Petroleum (GMP), and Local History. Among its most important features are the

Curtis Darling Map Collection, Carleton E. Watkins Photography Collection, California Fine Arts Collection, Genealogy Collection, Geology, Mining, and Petroleum Collection, Grant Research Center, and the Jack Maguire Local History Room.

7.1.4 County Office of Education

Los Angeles County Office of Education: This organization is the nation's largest regional education agency. Under the leadership of Los Angeles County Superintendent of Schools, Arturo Delgado, and the County Board of Education, LACOE supports 80 public school districts and numerous other agencies in ensuring educational excellence for the region's two million preschool and school-age children.

Kern County Office of Education: According to its website, the Kern County Office of Education asserts California's public education system consists of three levels — state, district and county. Regulations, funding and fundamental policy is established at the state level, while the day-to-day education of students is the responsibility of individual school districts. County offices of education are the third level and provide an important support system for local schools and districts. KCSOS does not oversee or govern any one Kern County district, but rather serves and supports them all. Specifically, the Kern County Office of Education audits and approves district budgets; helps formulate new curricula, assists with staff development and training programs, among much more. Additionally, direct instruction for thousands of students is offered through special education, alternative education, Regional Occupational Programs and early childhood education. KCSOS also has the responsibility of monitoring districts for adequate textbooks, facilities and teacher qualifications.

## 7.1.5 Industry Employer Groups

The most prominent industry employer groups in the Antelope Valley are the Antelope Valley Board of Trade, Greater Antelope Valley Economic Alliance, Edwards Community Alliance, E-KERN, AVUHSD's and AVC's various CTE industry advisory committees, Building Industry Association, among others, and various professional associations such as American Institute of Aeronautics and Astronautics, Society of Women Engineers, and Scientists Engineers and Technicians Leadership Association. In addition, representatives from the consortium attend regular meetings of GAVEA (Greater Antelope Valley Economic Alliance). Members of the consortium participate with additional employer groups including the AV Career Prep Council, AV Math Science Engineering and Technology Consortium [the emerging Antelope Valley East Kern STEM Network].

## 7.1.6 Literacy Coalitions/CBO's/Public Events

The consortium will continue its efforts to disseminate information to students and community members about available opportunities in the community which include, but are not limited to, Salute to Youth, College Information Night, STEMPosium, Antelope Valley Fair, Senior Expo, AVC Career Days, EDD Job Fairs, and various city festivals (Poppy, Celebrate America, Thursday Night on the Square), etc.

## 7.1.7 Economic Development Regions

In addition, the consortium works in partnership with the City of Lancaster to hold job fairs to promote local employers who are looking for employees. AVC, in particular, has a semi-annual job fair that is well attended by both firms and potential employees.

### 7.1.8 County Social Services – CalWorks

The Antelope Valley College CalWORKs program model is designed to effectively focus on student goal development, refinement and achievement through job preparation training and education that will contribute to continuous work force improvement and also to become self-sufficient wage earners that will assist in the full elimination of welfare patterns of dependency. The mission of the CalWORKS program is to assist the students in their educational and personal goals. CalWORKs students are provided education and job preparation training to enhance their marketable skills that are necessary to make a smooth transition from welfare dependency to long-term self-sufficiency.

### 7.1.9 Employment Development Department (EDD)

EDD Employment Services are California's component of the federal/state public employment service system. Its role is to connect job seekers with employers through the America's Job Center of California (AJCC), formerly known as One-Stop Career Centers. Any person who is a legal resident and authorized to work in the United States may apply for EDD's employment services. California law requires all Employment Services applicants, whether or not they are United States citizens or nationals, temporary or resident aliens, residing in or outside of California, to provide documentary proof prior to receiving services. For most job seekers, the self-service job search using CalJOBS will meet their employment needs. Job seekers who are not familiar with computers can get assistance from the customer service staff in an AJCC. For job seekers whose career or occupational situation requires more than the self-service job search, the AJCC have several no-fee employment assistance programs to help overcome barriers to finding a suitable job. EDD provides access to employer job listings and to other employment-related services provided by EDD and other local agencies. Job seekers can use the Internet-based CalJOBS to search a database of employer job listings, and can enter their own applications for employers to view. EDD's job listings are also available in the national Job Central system, along with job openings from all other states.

EDD maintains CalJOBS, which has thousands of jobs listed by California employers. CalJOBS also enables job seekers to enter their résumés for review by employers who are looking for qualified workers. There is also a national Internet system, Job Central, which has employer job listings from all the states, including California.

**7.2 Identification of Current Engagement Strategies and How These Strategies Leverage Regional Structures**

7.2.1 Outreach by Regional Consortia to Existing Regional Structures

Engagement strategies include participation in existing meeting structures (monthly, quarterly, annually, etc.), individual contact regarding discrete initiatives, and publicity for annual and special events through both traditional (flyers, newspaper, radio, cable TV) and social media platforms in both English and Spanish. Community surveys may also be employed.

7.2.2 Utilization of Existing Regional Resources

These existing strategies may be leveraged to provide information to the adult population regarding the opportunities for education which currently exist or which may be developed through consortium members and partners. Existing articulation agreements between K-12 districts and community college at the high school level may be expanded to include adult education (e.g., Senior Math Acceleration Program and English/Reading to reduce/prevent the need for students to enroll in remedial level courses at the community college). Likewise, members of existing community organizations can be utilized to act as an advisory board to address the needs of adult learners as they prepare for the regional workforce. Through implementation of collective impact, these efforts will be designed to reduce duplication and provide stronger, more effective programs for adults in the Antelope Valley.

7.2.3 Positioning of the Regional Consortium to be Responsive to Economic Needs

The consortium plans to establish a closer relationship with GAVEA (Greater Antelope Valley Economic Alliance), which publishes an annual economic report on the Antelope Valley region that includes relevant population, education, demographic, and economic information central to the consortium's informed decision-making, as well as with the Antelope Valley Board of Trade. Through these enhanced relationships, the regional adult education programs offered can be more directly related to workforce and economic development initiatives needed in the area.

7.2.4 Positioning of the Consortium to be Stronger and More Effective

The consortium will employ plans to use the existing structures within its members and partners, and to expand its educational offerings to the outlying areas within the community. The consortium will plan to work with local organizations in the most effective ways possible to offer opportunities to adult learners while maximizing the use of structures already in place.

# Table 7.1 Leverage of Existing Regional Structures from Partners

| Partner Institution Supporting Regional Consortium | Program area to be addressed (1-5) | Tasks/Activities Needed to Implement Support of the Program | Member Counterpart(s) * | Partner Contribution** | Timeline |
|---|---|---|---|---|---|
| Greater Valley Immigration and Citizenship Services | 2 | Provide help with immigration, citizenship, documentation. | AVUHSD, SKUSD | Facilities, staff time. | November 15, 2015 through December 2017 |
| Department of Motor Vehicles | 2 | Help with preparing and providing drivers licenses according to AB60 legislation which goes into effect in January, 2015. | AVUHSD, SKUSD | Facilities, staff time. | November 15, 2015 through December 2017 |
| EDD/One-Stop | 2 | Assist with signing up with CalJOBs. | AVUHSD, SKUSD | Facilities, staff time. | November 15, 2015 through December 2017 |
| Local Churches; Elementary schools; High Schools, other community buildings | 2 | Use facilities to offer ESL classes remotely. | AVUHSD, SKUSD | Facilities, staff time. | November 15, 2015 through December 2017 |
| Desert Haven | 3, 4 | Use facilities to offer appropriate work skills preparation, independent living skills, and CTE classes at their site(s). | AVC, AVUHSD, SKUSD | Facilities, staff time. | November 15, 2015 through December 2017 |
| Mental Health Association | 3, 4 | Use facilities to offer appropriate CTE classes at their site(s). | AVC, AVUHSD, SKUSD | Facilities, staff time. | November 15, 2015 through December 2017 |
| Edwards AFB | 1, 2, 3, 4 & 5 | Assist Edwards AFB in working to re-engage the Student Career | AVC, AVUHSD, SKUSD | Facilities, staff time. | December 31, 2017 |

| | | Experience Program (SCEP) program. | | | |
|---|---|---|---|---|---|
| AV YouthBuild | 1, 4 & 5 | YouthBuild to expand its certificate programs to match regional employment needs. | AVC, AVUHSD, SKUSD | Facilities, staff time. | December 31, 2017 |
| CDCR | 1, 3 & 4 | CDCR to add ESL component to its existing Basic Education and CTE programming at the prison. | AVC, AVUHSD, SKUSD | Facilities, staff time. | December 31, 2017 |
| South Bay WIB<br><br>South Valley Worksource Center<br><br>America's Job's Centers | 1, 4 & 5 | Transportation to trainings. Invite representatives to local events to foster partnerships and resources. | AVC, AVUHSD, SKUSD | Facilities, staff time | November 15, 2015 through December 2017 |
| Economic Development Regions<br><br> Chamber of Commerce<br><br>AV Board of Trade<br><br>GAVEA | 1, 4 & 5 | Transportation to trainings. Invite representatives to local events to foster partnerships and resources. | AVC, AVUHSD, SKUSD | Facilities, staff time | November 15, 2015 through December 2017 |
| County and City Libraries | 1, 4 & 5 | Transportation for students to trainings.  Invite representatives to local events to foster partnerships and resources. | AVC, AVUHSD, SKUSD | Facilities, staff time | November 15, 2015 through December 2017 |
| AV Career Prep Council | 1, 4 & 5 | Transportation to trainings. Invite representatives to local events to foster partnerships and resources. | AVC, AVUHSD, SKUSD | Facilities, staff time | November 15, 2015 through December 2017 |

| Antelope Valley East Kern STEM Network | 1, 4 & 5 | Transportation to trainings. Invite representatives to local events to foster partnerships and resources. | AVC, AVUHSD, SKUSD | Facilities, staff time | November 15, 2015 through December 2017 |
|---|---|---|---|---|---|
| Edwards Community Alliance | 1, 4 & 5 | Transportation to trainings. Invite representatives to local events to foster partnerships and resources. | AVC, AVUHSD, SKUSD | Facilities, staff time | November 15, 2015 through December 2017 |
| E-KERN, LAEDC, and KEDC | 1, 4 & 5 | Transportation to trainings. Invite representatives to local events to foster partnerships and resources. | AVC, AVUHSD, SKUSD | Facilities, staff time | November 15, 2015 through December 2017 |
| Los Angeles County Office of Education (LACOE) | 1, 4 & 5 | Transportation to trainings. Invite representatives to local events to foster partnerships and resources. | AVC, AVUHSD, SKUSD | Facilities, staff time | November 15, 2015 through December 2017 |
| Kern County Office of Education (KCOE) | 1, 4 & 5 | Transportation to trainings. Invite representatives to local events to foster partnerships and resources. | AVC, AVUHSD, SKUSD | Facilities, staff time | November 15, 2015 through December 2017 |

**Appendix A – Transition/Spending Priorities**

**Antelope Valley AB86 - Spending Priorities**

As we transition out of the planning phase and into the performance phase, the consortium feels it is important to develop guidelines for the allocation of State Adult Education funds.  After the end of the maintenance of capacity period, public adult education providers will need to have dedicated funding for the 2016-2017 year and beyond.  The following represent the collaboratively determined priorities of the consortium and community to ensure the viability of those programs:

1. Maintaining current successful programs offered by members of the consortium is the number one priority.  While the consortium recognizes a need for growth in many areas, it also recognizes a need to maintain programs that are thriving and servicing adults of the region now.

2. The consortium feels that supporting growth in the following areas will give the region the greatest gains:

   - Career Technical Education and Apprenticeships – The work completed at the community forums overwhelmingly showed CTE/Apprenticeships as the priority of the region.

   - English as a Second Language – The 2010 census showed that 30-40% of the region's population is classified as ESL.  While we currently offer a substantial amount of ESL support, the consortium recognizes the need for residents of the region to speak and understand English in order to be competitive in the workforce as a top priority.

   - Adult Basic Education – According to the 2014 GAVEA Economic Roundtable Report, approximately 20% of the residents of the region have less than a high school diploma.  The consortium recognizes the correlation between education and workforce participation, and feels it is necessary to make basic education available to all of the residents of the region.

   - Adults with Disabilities – Due to the many different forms of disabilities and a myriad of specialized organizations seeking to address the issues faced by adults with disabilities, it was determined that the need for this

programmatic area was more to strengthen current programs than to expand services.

All areas of adult education have the need for greater support services. The consortium recognizes and supports the need for additional counseling and clerical support in all program areas. These positions are vital to the success of the AB86 mission.

An additional role of the consortium will be to design a process where outside organizations can submit proposals for funding from the allocation board. The consortium will be responsible for reviewing and vetting proposals for federal, state, and local funding opportunities to determine if they will be supportive and beneficial to the regions AB86 mission. Outside entities will be able to submit proposals for funding to offer services not currently being provided by consortium members. These services must focus on the needs of AB86 programmatic areas, and must offer a benefit to the community at large. The consortium will determine the feasibility and level of fidelity of each proposal, and submit recommendation reports to the allocation board at regularly scheduled meetings. Consortium members will be given priority to expand current programs and/or develop new programs to meet community needs before funding opportunities will be extended to outside organizations.