

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Jan 9, 2019, 8:03 PM UTC Action Taskman

65 Ventura County Adult Education Consortium

Plans & Goals - Consortium Approved

Executive Summary

The mission of the Ventura County Adult Education Consortium (VCAEC) is to increase access, equity, and learner success for all adult students within its service area. VCAEC's overarching goals are to (1) Expand adult education programs and services to meet the needs of previously underserved areas; (2) Develop, enhance, and refine comprehensive counseling and support services to ensure student success; (3) Align and articulate courses, programs, and services to provide academic and career pathways, (4) Improve integration of services and programs to provide seamless transitions into regional education and career opportunities. Key accomplishments include: • Served over 10k students in AEBG instructional programs. Increased enrollments by over 14% and saw gains in awards of HSDs / HSEs (54%), most of whom are ELLs; increased post-secondary credentials (30%), wages (20%); and entrance into employment (9%). Particular growth was seen in Fillmore, which more than doubled its enrollments (108%). VACE showed an impressive 90% CTE job placement rate • Created public CASAS data dashboard with drill-downs by agency and year (<https://www.vcaec.org/casas.html>) • Expanded programs ESL / EL-C, parent-education programs in previously underserved areas of El Rio, Fillmore, Santa Paula, Ojai, and Moorpark • Successfully implemented new HSD/HSE programs in Santa Paula, Ojai, Moorpark, and Fillmore, whose Learning Center model incorporating direct instruction in ABE yielded significant increases in enrollment, retention and student achievement and drove program expansion to include new HSE-Spanish classes and intensive job development programs • Developed new and expanded existing partner relationships with the Strong Workforce Apprenticeship Group (SWAG), AJCC, Oxnard Elementary, the City of Oxnard-City Corps, library systems, and Todd Road Jail, among others • Successfully piloted IET programs in Hospitality, Paraeducator Training, and Machine Technology, with aligned pre-apprenticeship programs in machining and welding, and provided additional ENCORE Workforce (Re)Entry programs in Ventura. The above reflects a handful of the achievements made possible by listening to students, employers, partner agencies and other stakeholder groups in and around the Ventura region community. These collaborations have greatly enhanced VCAEC's overall capacity to empower and engage adult learners, better prepare them to achieve their goals and make a positive impact in our community.

Regional Planning Overview

The consortium plans to conduct three-year planning activities following guidance provided by the AEP office and learnings from prior gap analyses.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Programs to improve literacy, numeracy, and employability skills, as well as citizenship preparation to English language learners

How do you know? What resources did you use to identify these gaps?

Census data on students who speak English less than well • Enrollment data

How will you measure effectiveness / progress towards meeting this need?

of students enrolled • # of students completing training • # students achieving EFL gains • # of students passing citizenship exam

Regional Need #2

Gaps in Service / Regional Needs

Adult Basic Education, Adult Diploma, GED and HiSET training opportunities

How do you know? What resources did you use to identify these gaps?

Census data on students with less than HSD or equivalent • Enrollment data

How will you measure effectiveness / progress towards meeting this need?

of students enrolled • # students achieving EFL gains • # of students earning HSD / HSE

Regional Need #3**Gaps in Service / Regional Needs**

Improved cross-sector collaboration and aligned CTE pathways leading to industry-valued certification and / or post-secondary study

How do you know? What resources did you use to identify these gaps?

Census data on students with HSD but no college / training • Census data on students with some college / training but no degree or certificate • Regional unemployment data • Labor market analyses conducted by VCCCD • Enrollment data

How will you measure effectiveness / progress towards meeting this need?

of students enrolled • # of students earning certificates • # of students placed in jobs • # of students transitioning into post-secondary training / study

Regional Need #4**Gaps in Service / Regional Needs**

Coordinated student support, referral and job placement services across regional training providers

How do you know? What resources did you use to identify these gaps?

Regional unemployment data • Enrollment data

How will you measure effectiveness / progress towards meeting this need?

of students served • # of students placed in jobs • # of students earning higher wages

Gaps In Service**New Strategies****Strategy #1**

(a) Continued expansion of education and training opportunities in all allowable AEP programs with a particular focus on programs and services to communities of high-need; (b) Expansion of ABE / ASE programs leading to HSE / HSD; (c) Continued expansion of ESL programs and services to communities of high-need; (d) Continued support for regional work readiness training and job placement; (e) Expansion of CTE and Integrated Educational Training programs in priority sectors

Seamless Transitions**New Strategies****Strategy #1**

(a) Collaborate to expand services to older adults in need of computer literacy for reentry into the workforce; (b) Identify and implement common curriculum for workforce readiness skills certificate; (c) Collaborate with regional partners to provide

workforce and integrated educational and vocational training in priority sectors to communities in need; (d) Collaborate with regional partners to expand CTE offerings in priority sectors

Student Acceleration

New Strategies

Strategy #1

(a) Expand course offerings leveraging blended, online, and other modalities to accelerate student progress in CTE and ESL; (b) Expand evening and distance learning opportunities for CTE students; (c) Collaborate with regional partners to expand workforce and integrated educational and vocational training in priority sectors to communities in need

Professional Development

New Strategies

Strategy #1

(a) Participation in AEP trainings and webinars; (b) Establish data working group comprised of representatives from each participating agency to standardize reporting and data collection; (c) Participation in CASAS annual trainings

Leveraging Resources

New Strategies

Strategy #1

(a) Expand collaborations with VCCCD in the provision of career and technical training / pre-apprenticeships in rural areas; (b) Expand collaborations among adult schools, and particularly among fledgling programs; (c) Identify and pursue opportunities to engage more fully with regional AJCCs

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan.

All planned activities conform to the funding requirements set forth by AB104. All services are aligned to AEP program areas and are conducted following the goals set forth in the three-year plan.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.

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

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California
Community
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