

# Annual Plan Template

## Plans & Goals

### Guidance

The annual plan and the outlined strategies/activities will be based on the consortium's 2022-25 three-year plan. The Plans and Goals section will include an executive summary, a regional planning overview, and a description on how the annual plan will meet the identified regional needs.



### Executive Summary \*

Please provide an Executive Summary of your consortium's implementation plan for the 2022-23 Program Year. The summary will include a narrative justifying how the planned allocations are consistent with the consortium's current three-year adult education plan. Additionally, include a clear and concise description of the consortium's vision, list accomplishments made during the prior Program Year, and list primary goals for the upcoming Program Year. **This executive summary will be used in the consortium snapshot for the California Legislature.**

The Victor Valley Adult Education Regional Consortium (VVAERC) is in the High Desert region of Southern California. It covers a vast suburban and rural area serving 17 zip codes in San Bernardino County across 1700 square miles, ranging from Kramer Hills in the north to Lucerne Valley in the Southeast and near Phelan in the southwest. The region is in San Bernardino County; the largest county in the United States. VVAERC consists of six Member districts: Apple Valley USD, Hesperia USD, Lucerne Valley USD, Snowline Joint USD, Victor Valley Union High School District, and Victor Valley College.

The Victor Valley Adult Education Regional Consortium's (VVAERC) vision is to provide adult learners in our region with the skills needed for employment, career advancement, and personal growth. We believe that by working collaboratively with community partners in our region, we will be able to strengthen adult education and ensure students have access to full supportive services and high-quality programs leading to their success in college and their careers.

#### Major Accomplishments during 2021-2022

- Snowline Adult School and Victor Valley Adult School became WASC accredited.
- Apple Valley, Hesperia, Snowline, and Lucerne, have aligned programs with federal Title II: Adult
- Lucerne Valley increased graduation rates by 50%.
- Hesperia added English as a Second Language Levels 3A and 3B courses to meet the needs of
- Victor Valley College (VVC) hired a Director of Noncredit Programs and
- Victor Valley College now offers the full range of NRS ESL level courses, a GED course, and a C
- VVAERC funded a Transition Counselor to increase students transitioning into higher levels of ec
- Strategies have been implemented to provide tools and support for students in their academic pr
- All Adult Schools offer at least one Articulated CTE program or the State of California licensed in

- Partners participated in the development of the San Bernardino Workforce Development Strategy
- Presentations at: California Adult Education Program (CAEP), Coalition on Adult Basic Education
- The dual Enrollment Process was implemented with student support provided by the regional Transfer Center
- Increased rate of students dual-enrolled in college courses.
- Expanded HSE course offerings in the region (GED & HiSet)
- Noncredit Career Education courses are written and awaiting approval at VVC
- Provided students with the support needed to continue their education during the pandemic, including assisting with FAFSA, dual enrollment, and CCCApply to create streamlined transition services to college.

Victor Valley Adult Education Regional Consortium (VVAERC) will continue implementing a three-year strategy to enhance Adult Education Programs across all member districts. Our 2022-2025 Three-Year Plan is the foundation for the development of our goals; as such, during the first year of implementation, we will focus on three key objectives during FY 2022-2023. These three goals are (1) Improve adult student transitions to postsecondary and career opportunities. (2) Increase opportunities for English language acquisition through ESL and Citizenship courses (3) Expand CTE course offerings that are aligned to regional workforce needs. These goals allow us to consistently improve and integrate adult education services in the High Desert region of California and outline a roadmap for career success. To achieve those Objectives the following strategies for 2022-2025 have been developed.

- Increase the number of in-demand noncredit Career Development and College Preparation and
- Align curriculum and levels of courses offered at adult schools with courses offered at VVC.
- Increase the number of students demonstrating Measurable Skills Gains by completing Education
- Increase HSD/HSE completion rate as certified by diplomas issued
- Increase student transitions from adult education to post-secondary institutions.
- Share a common form to track student transitions to postsecondary education and/or the workforce
- Create a unified branding strategy to generate a consistent message throughout the region that i

Characters : 4960/5000

### Regional Planning Overview \*

Provide an overview of how the consortium will implement the 2022-25 three-year plan.

VVAERC is continuously looking toward the future to see how we can best serve the region’s students. Over the past year, the consortium members worked diligently to implement the strategies in the Three-year plan while following the guidelines set by the state. The consortium’s implementation plan will focus specifically on the areas that are among VVAERC’s top priorities. VVAERC successfully developed a Three-Year Plan that identified our region’s gaps in services, through which, our members will be able to improve existing programs and create new programs to help support adult education in the area. VVAERC was able to analyze regional WDB and regional LMI data to identify long-term trends in high-growth sectors, and from this, will be able to implement continuous process improvement focusing on closing gaps and working cohesively with community partners to provide high-quality adult education services. Furthermore, during the 2022-2023 FY, our members will continue to collaborate with all stakeholders, including community partners and local businesses, to prioritize strategies, and identify potential opportunities and partnerships that can help address our adult students’ needs during this time of increased need for distance learning.

Characters : 1256/5000

### Meeting Regional Needs

In this section, the consortium will identify and describe the reasons for the gap(s) between the need in the region and the types and levels of adult education services currently being offered.

Identify and describe the following:

- Gaps in service/regional need
- How did you know? What resources did you use to identify these gaps?
- How will you measure effectiveness/progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

#### Regional Need #1



##### Description of Gaps in Service or Regional Needs \*

The VVAERC member districts identified the need to expand and improve adult student transitions within their program, between programs, and to postsecondary and career opportunities, increase opportunities for English language acquisition through ESL and Citizenship courses, and the expansion of CTE courses that align with regional workforce needs.

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##### Description of How the Gaps Were Identified \*

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

Throughout the Three Year Planning process, member districts and partners engaged in multiple professionally facilitated planning sessions. Gaps in Services were identified and agreed upon by VVAERC Member Districts and Partners. Planning sessions and engagement tools include community

and staff surveys, consensus workshops, coordinator committee meetings, LMI data analysis, and ongoing engagement with parallel state initiatives such as Strong Workforce.

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#### Description of How Effectiveness Will Be Measured \*

How will you measure effectiveness / progress toward meeting this need? Please be sure to identify any local indicators planned for measuring student progress.

Effectiveness will be measured through performance outcomes submitted via DIR and MIS quarterly data and fiscal expenditure reporting.

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## Address Educational Needs

### Guidance

In this section, the consortium will identify the strategies/activities and metrics to address this objective. (\$84906)



### 2022-23 Strategies

#### Strategy Name \*

Address Educational Needs

#### Activity that Applies to this Strategy

Select an activity that applies to this strategy from the list of activities included in the three-year plan.

Increase Pre- and Post-test pairs regionally

#### Metrics that Apply to this Activity/Strategy

Select a metric(s) that applies to this activity/strategy from the list of metrics included in the three-year plan.

- Student Barriers: Low Literacy (AE 311 - Overall)

#### Strategy Description

Describe strategies that the plan will support to address this objective. Include how the strategy will achieve the objective, and the educational needs, barriers and gaps in current education and workforce services.

This activity will ensure that all consortium members are increasing the literacy skills of the students we serve by increasing the frequency of CASAS pre-and post-testing of our students. When analyzing our member district outcomes, the most urgent area of need was in improving our pre-and post-test "match".

This will ultimately improve our data and our ability to measure literacy gains. By monitoring hours of instruction, running more frequent reports, and scheduling/calendaring more tests, we will have a better understanding of our students' level, which in turn can help increase transitions to post-secondary and the workforce.

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## Improve Integration of Services & Transitions

### Guidance

In this section, the consortium will identify the strategies/activities and metrics to address this objective. (\$84906)



### 2022-23 Strategies

#### Strategy Name \*

Improve Integration of Services and Transitions

#### Activity that Applies to this Strategy

Select an activity that applies to this strategy from the list of activities included in the three-year plan.

Increase student transitions

#### Metrics that Apply to this Activity/Strategy

Select a metric(s) that applies to this activity/strategy from the list of metrics included in the three-year plan.

- Student Barriers: Low Literacy (AE 311 - Overall)

#### Strategy Description

Describe strategies that the plan will support to address this objective. Include how the strategy will achieve the objective, and the educational needs, barriers and gaps in current education and workforce services.

VVAERC will track student transitions to postsecondary programs and careers by utilizing a shared spreadsheet with input by our Transition Counselor and K12 Transitions Staff. All transition staff will help establish criteria that indicate students who will be successful in transitioning. A student transition plan will be developed earlier in their education cycle to better prepare students for transitioning to post-secondary and/or career. Transition staff will also aid in providing students with career exploration, matriculation, and cross-referral services.

Characters : 568/5000

## Improve Effectiveness of Services

### Guidance

In this section, the consortium will identify the strategies/activities and metrics to address this objective. (\$84906)



### 2022-23 Strategies

#### Strategy Name \*

Effectiveness of Services

#### Activity that Applies to this Strategy

Select an activity that applies to this strategy from the list of activities included in the three-year plan.

Develop a Unified Branding Strategy

#### Metrics that Apply to this Activity/Strategy

Select a metric(s) that applies to this activity/strategy from the list of metrics included in the three-year plan.

- All: Number of Adults Served (AE 200 - Overall)

#### Strategy Description

Describe strategies that the plan will support to address this objective. Include how the strategy will achieve the objective, and the educational needs, barriers and gaps in current education and workforce services.

VVAERC will create a unified branding strategy to generate consistent messaging throughout the region. The goal is to lower the barriers students face in discovering options and enrolling in classes. This will more effectively engage students and improve their awareness of the educational opportunities available to them, thereby leading to increased enrollment.

Characters : 364/5000

## Fiscal Management

### Guidance

The financial management section will address the consortium's planned allocations and outline how they will be consistent with the annual plan. This section will also require the consortium to address how it will incorporate



carry-over funds into the plan.

**Overview \***

Please provide a narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP three-year plan.

The annual Plan is based on the CAEP 2022-2025 Three-Year Plan (which includes the strategies used in this plan).

**Approach to Incorporating Remaining Carry-over Funds \***

Please describe the consortium's approach to incorporate remaining carry-over funds from prior year(s) into strategies planned for 2022-23.

The Executive Committee and adult education coordinators review carry-over funds and allocate regional funds based on individual Member needs as well as region-wide needs and initiatives.



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