

DLAC Mid-Year Report our Victor Valley College

Brief overview of your agency (# of students, location, what program areas you are working with)

Victor Valley College (VVC) serves many communities throughout the California High Desert region, the largest and primary community being Victorville. The remaining, largest communities in the service area include Adelanto, Apple Valley, Barstow, Hesperia, Lucerne Valley, Oak Hills, Phelan, and Wrightwood. Victor Valley College served 14,957 students in 2021-22. VVC's Adult Education program is small and offers ESL and GED Test preparation currently serving approximately 397 students. ESL courses are offered at three different sites throughout the region: Hesperia, Victorville Main Campus, and as of Spring 2022, at Apple Valley Adult School.

Introduce team members, mention on-site extended team members.

It is important to note that Victor Valley College is part of a two agency DLAC team working collaboratively with Apple Valley Adult School to offer VVC ESL courses to the Apple Valley Community. The Victor Valley College team initiated DLAC Year 1 with two members, Martha Mendez, Administrator; Lilia Aguirre, Classified Program Specialist; and Rebecca Monjaraz, College Transition Counselor. From the initial application, the intent was to include the VVC transition Counselor, but the contract approval required additional processing time and Rebecca joined later in the year. The two additional on-site extended team members include Yecica Bernardo, Adult Education Counselor and Cheyenne Laguna, CASAS Testing Coordinator.

How did IDEAL 101 and the development and completion of a site plan help meet your program and DLAC goals?

IDEAL 101 helped us better understand what supports students need to succeed in a digital matriculation and hybrid instructional programs. We learned that the students we serve need to learn very basic digital skills that will empower them to complete several matriculation steps remotely and independently.

Completion of the Site Plan allowed us to evaluate what we learned about our program and student needs during our discovery process. Our team took into consideration the competing priorities and narrowed our focus on completing an ESL Orientation that would include the application of key digital literacy skills aimed at helping students navigate the college system. The site plan allowed us to focus on student outcomes and commit to our DLAC project goals while considering who would be responsible for various tasks based on our individual strengths as we learned during our DLAC Self

assessments and convenings. Completion of the site plan revealed how little our partners knew regarding our approach to enrolling students that has been modified from the standard “steps to enrollment” for the general student population. The enrollment experience for students walking in to enroll at off-campus sites throughout the region requires increased coordination, time, and differs from enrolling at the main campus. We have identified student barriers to enrollment, strengthened our relationship with our AV partners, expanded course offerings in AV, and gained the support and assistance of AV adult schools. The Site-plan completion helped us understand how to incorporate technology into our matriculation process.

Accomplishments to date

Our key accomplishment can be best summarized in our success in identifying and resolving inhibiting practices. We strategically, and purposely, offered our first VVC ESL course at Apple Valley Adult School in Spring 2022. We knew that we had many processes to improve and redefine. The pilot allowed us to resolve several key operations issues that need to be addressed by other departments at VVC. The accomplishments include:

- Noncredit Application amended to exclude residency status.
- Noncredit Registration form into simple digital form
- Paper registration process
- Providing an ESL instructional program to an area that didn't have ESL.
- Regular standing meetings with our Apple Valley Team
- Apple Valley Team and VVC met with key departments on VVC campus.

Divisional Outcomes and concessions:

- Expansion of ESL courses at AV from 1-4 courses this Fall.
- Increased persistence rate
- Improvement in student attendance
- Improved learning outcomes
- Orientation Video complete
- Noncredit Application to launch in July 2023 with “Super Glue” which reduces processing time from 3-4 days to 1 hour!!!
- Attendance reported in “Self Service” system.
- Improvement of operational challenges within the ESL Department such as the “adding and dropping” of students.
- Improved image and community relations
- Improved collaboration and appreciation for our Apple Valley Team and vice versa.

How have you used the skills learned at training sessions:

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Team Building: Our team has implemented regular standing team meetings; improved timelines and the coordination of activities; increased team inclusivity of members and extended team members; scheduled time to get to know one another over lunch, coffee, and during training. We honor our meeting times and allow each team member to speak and ask questions openly.

Handling Conflict: We learned to establish norms regarding conflict. Our commitment to each other is to communicate our expectations with one another and assume the best intentions. We have learned that our expectations are often driven by the characteristics that are outlined in our Gallup Strengths Assessment.

Communications Skills: We have learned that increased communication benefits our team. We dedicate time during our meetings to providing agency updates. These updates are often not our primary work responsibility but carry over into other areas.

Using and Encouraging Strengths: We learned through the Gallup skills workshop and (refer to the power point slides where we worked together). We have practiced team building by tackling tasks such as outreach, public relations, editing and proofing, and marketing to people with the traits best suited for this. Aces in their places is a practice we have found to be highly impactful to outcomes of the work we do. When we are deviating from the assigned task less suited for a person's Gallup Strengths, we give that person grace and adequate notice to complete the work.

What Challenges, barriers, and setbacks have you encountered

We initially discovered that VVC's academic scheduling calendar did not align with Apple Valley Unified School District which affected our ability to gain faculty interest in teaching in January rather than March, spring break, fitting in 108 hours of instruction in less weeks, and having less time to matriculate students. Once we resolved those issues, we learned that we would need to increase technology at AVAS for the use of Burlington English and CASAS testing. The student demand far exceeded our capacity and our Apple Valley Team/Staff felt overwhelmed with the inquiries and inability to enroll students themselves. We were using an ad hoc method that required VVC staff to coordinate with various VVC departments. ESL students were confused and didn't know they were taking VVC classes. Students need additional resources and agency cross-referrals. We did not have an orientation tailored to the needs of off-site ESL students.

What Changes have been made?

Our orientation presentation has been revamped and offered to our students for the first-time during May. Our first orientation began with a PowerPoint presentation which included the completion of paper registration slips. We intended to have students

register online but learned that this would require more time than we allotted for. We included staff from both agencies at our orientation and included our CASAS testing coordinator and Adult Education Counselor as well. Our team later debriefed to discuss how to better improve and streamline the registration process. (Student sign-up through google forms, stapled packets with student information: college ID numbers and usernames.

What are your planned “next steps”:

Our next steps include the following activities:

Orientation:

- Confirm that orientation meets Ed. Code for
- Vet ESL Orientation with College Matriculation Team
- Orientation video recorded and captioned.
- ESL YouTube Channel with “how to”
- Google Form Sign-up sheet
- Flyer with QR code for sign-up.
- Packets ready with student username and ID number
- Schedule orientation dates for Fall
- Schedule “One and Done” Registration sessions.
- Create promotional materials, ESL social media etc.
- DATA Sharing MOU
- Evaluate CASAS scores to guide Schedule Development
- Cross training our Apple Valley Team so that we can point students in the right direction to YouTube resources.

Student Engagement and Support:

- ESL tutoring
- Feria Educativa/Educational Resource Fair

What support do you and your team need?

- Continued Team building and coaching.

What help do you need from DLAC staff?

- feedback on incorporating technology lessons within our orientation.

Summary:

OTAN DLAC collaboration between Apple Valley Adult School and Victor Valley College has expanded ESL services to a community that had very little ESL. The VVC ESL program at Apple Valley Adult School not only provides much needed child care near

home, it offers a warm, friendly and family-like environment of support that has resulted in improved attendance and student engagement. Enrollment has doubled and persistence rates have increased as well. VVC has been able to improve faculty attendance and the degree to which classroom time/schedules are honored. This has resulted in improved ESL student satisfaction.

Teams will prepare a **Presentation** (using a tool of your choice; slides, PowerPoint, Sway, etc.).

- Each Team has 15 minutes to give a **Project Update** and about 5/10 minutes for the Feedback from the group.
- Administrators will be invited, CDE, and other State Leadership Projects.
- Make sure your presentation meets accessibility requirements.

Your presentation should include the following:

- *Brief overview of your agency (# of students, location, what program areas you are working with)*
 - *Introduce team members, mention on-site extended team members*
- How did IDEAL 101 and the development and completion of a site plan help meet your program and DLAC goals?
- Accomplishments to date: Orientation video, session; college tour
- How have you used the skills learned at training sessions:
 - Team Building: Meeting Norms
 - Handling Conflict
 - Communications Skills
 - Using and Encouraging Strengths
- What Challenges, barriers, and setbacks have you encountered
- What Changes have been made
- What are your planned “next steps”
- What support do you and your team need
- What help do you need from DLAC staff
- Other areas you feel are important
- Summary