

Adult Education Block Grant : Annual Plan : 2018-19 Produced: Aug 16, 2018, 1:51 PM UTC Action Taskman

08 West End Corridor/Chaffey Regional AE Consortium

Plans & Goals - Consortium Approved

Executive Summary

The vision of the West End Corridor Consortium continues to be one of providing comprehensive, relevant, and high-quality education and training in serving the needs of adults in the region. This is accomplished through the leveraging of resources focused on providing viable career pathways and seamless transitions to post-secondary and vocational programs, increased accessibility through a variety of schedules and modalities, and attention to the acceleration of student progress through program integration and co-location of classes. The Consortium is committed to student-centered approaches to access and guidance, as measured through outcome data and student and staff surveys. The Inland Empire is still one of the fastest growing regions in the state, with a constant need for qualified individuals to join the ever-expanding and changing workforce. By keeping up-to-date with regional economic and workforce trends, providing in-demand programs, taking students' barriers to success into account, and providing meaningful professional development, the West End Corridor is accomplishing the goals set forth in its Plan. For the 2018-19 program year, the West End Corridor Consortium priorities and allocations remain consistent with the strategies that were identified in the initial Three-Year Plan. These fall within the overarching concept of workforce preparation through the development of career pathways, improved outreach and accessibility, increased transition opportunities, a greater variety of short-term CTE offerings, strong foundational literacy and basic skills programs, the attainment of secondary credentials, and the integration of basic workforce and technology skills across programs. Accomplishments: Program growth; increased technology and software; web-based CASAS testing; increased HSE and industry certification testing; career planning focus through software and career centers; orientation and transition counseling; increased collaboration among agencies; dual-enrollment opportunities & program integration; support for professional development; WEC Program Coordinator Primary Goals: Next 3-Year Plan; focused marketing plan and budget; increased offerings to address student demand and learning modalities; expansion of career education and services; increased focus on professional development and use of data to drive instruction & program design; increased collaboration with community college, including tracking student transitions

Regional Planning Overview

The West End Corridor consortium has already started the initial process of formulating the next Three-Year Plan by establishing a planning mindset. The Consortium held a meeting on August 1 in which past accomplishments and future goals were discussed. A second planning meeting is scheduled for September 12. This will be a half-day meeting where a minimum of Consortium business will be conducted. Three hours have been set aside for creation of a "roadmap" that will guide the writing of the new Three-Year Plan. The West End Corridor consortium is a much more cohesive group than it was three years ago. It is also larger, with the addition of Baldy View ROP. Chaffey College now has a Director of Adult Education and High School Partnerships who is a voting member of the group, and this has vastly improved communication with the college. Since there is already a Three-Year Plan in place, and the corresponding Annual Plans, it is expected that the process of writing the next Three-Year Plan will be much smoother, and that the resulting Plan will be more detailed and focused. Throughout the coming year, collaboration time will be scheduled regularly to work on the Plan. It is anticipated that at least 4 physical meetings, frequent online collaboration, and a possible retreat, will be necessary to produce the Plan. The Program Coordinator will be responsible for scheduling meetings and providing the necessary resources and materials, in addition to writing and providing sections of the plan for review. Work groups with expertise in a given area may also provide input and advise the core members. The Program Coordinator and others have attended webinars in which the Annual Plan and the Three-Year Plan have been discussed. Materials have been obtained from the Cal Adult Ed website that will help with the writing of the Plan. These will be made available to members so they will have a clear idea of the format and objectives of the Plan. Major steps in the planning process include: A review of the original Three-Year Plan An analysis of where we are, where we have been, and where we are going An analysis of gaps/weaknesses/needs A look at changes in regional demographics since the original Plan A study of the effectiveness of fiscal and other resource allocation Stakeholder input

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

Expand the capacity of ESL, ABE and ASE programs to accommodate regional need, including outreach efforts to reach the uninformed, and reduce barriers to success.

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

Regional demographic and economic data indicating need; coordination with high schools to capture non-grads; program waiting lists; CASAS assessment data; student inquiry; data and student input regarding barriers to success.

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

Volume of requests for information on programs; increased enrollment; transition from one program to another or to higher levels; student retention/persistence rates. Marketing and publicity efforts are being leveraged with ROP member agency.

Regional Need #2

Gaps in Service / Regional Needs

Expand and vary CTE offerings and workforce training opportunities.

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

Assessment of employment needs and training available to adults in the region through the use of AJC and community college economic development data. This includes an analysis of career technical education courses offered at local school districts, ROP and other not-for-profit providers; Chaffey Community College; and analysis of which resources could be leveraged by the Consortium.

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

Increased enrollment in member CTE courses; outcome data from the college, other local training providers, and member agencies. Student progress and outcomes to be monitored and tracked via TE update records and career assessment software (Career Cruising); input from teacher and support staff; student feedback via in-person, phone, email and social media; and input from local employers.

Regional Need #3

Gaps in Service / Regional Needs

Increase the number of students transitioning from adult education programs into post-secondary education and training.

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

Enrollment data and analysis of students' educational goals.

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

The relationship between Chaffey College and the adult schools is closer than ever before due to the creation of an adult education liaison position at the college. Co-location and dual-enrollment programs have been implemented, and tracking of student transitions has begun informally, in lieu of a formal tracking system to be implemented by the State. Increased use of transition counselors is planned, and coordination with WIOA I providers as well.

Regional Need #4

Gaps in Service / Regional Needs

Increase career and transition counseling capabilities.

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

Survey data from students, including feedback on the adult school intake process; anecdotal feedback from staff and students; counselor recommendations; attendance at HSD/HSE orientation sessions; program completion rates.

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

The career assessment/inventory tool Career Cruising has been implemented across programs, including ABE, ASE, ESL, CTE; outcome data through TE; data regarding students participating in dual-enrollment opportunities; employment, wage and advancement data.

Gaps In Service

New Strategies

Strategy #1

Ongoing analysis and modification of the schedule of program offerings is being conducted to increase student access and provide increased variety within the limitations of funding, staffing, resources and facilities. Leveraging opportunities and the creation of career pathways are being considered in order to overcome the barriers mentioned; for example, an adult school logistics or health-care course that would serve as a stepping-stone to intensive programs at the community college or ROP.

Strategy #2

Expand CTE programs by leveraging member resources and facilities, including member school district facilities and staff, and by incorporating workforce training and skill development in ESL programs through the WIOA II/IELCE and EL Civics Programs. Program development is accompanied by professional development and related training for certificated and classified staff.

Strategy #3

Career center development and staffing is in place and more facilities are planned as a resource for students, staff and employers, to facilitate transitions to Chaffey College and other education/training providers, including WIOA I agencies, and to gather program and outcome data.

Seamless Transitions

New Strategies

Strategy #1

Full implementation across programs of the career assessment tool, Career Cruising, for the purpose of gathering workforce data related to student goals, interests and abilities. Efforts in the areas of articulation, pathways and transitions will take this information into account.

Strategy #2

Student ID cards and ID card-based attendance systems (through ASAP) are being considered in order to increase student accountability, participation and tracking from one program to another. This will also help to provide appropriate services to students and facilitate communication with the agency.

Strategy #3

Assessment of students for community college readiness or remediation and implementation of signed Workforce Development Board agreements (MOU's) for staff training and sharing of resources, data, and personnel, such as counselors. The recently-created Office of Adult Education and High School Partnerships at Chaffey College will continue to strengthen the relationship between the adult schools and the college.

Student Acceleration

New Strategies

Strategy #1

Modifications to program scheduling, including increasing student contact hours and intensifying instruction, are being evaluated in terms of student persistence and outcomes. Student and teacher feedback will also determine if these models should be continued. Managed enrollment, including the cohort model, are being implemented and will also be evaluated for effectiveness.

Strategy #2

Expansion of HSE/HSD career pathways, including co-location of community college classes and dual enrollment, is being implemented, in order to shorten program completion times and provide students will transferrable credit.

Strategy #3

Continue to explore new and critique existing distance learning programs and supplemental software for HSD, HSE, ESL and CTE, for the purposes of accelerating learning, providing accessibility, and maintaining rigor and relevance.

Strategy #4

For WIOA agencies (three adult schools,) the IELCE (EL Civics 243) Program provides the incentive to weave workforce skills and preparation into ESL instruction, thus providing students with additional skills and direction upon completion. Transitional ESL classes are also in place, and planned, that will prepare students for the next step in their career/educational journey.

Professional Development

New Strategies

Strategy #1

WEC recognizes the need for increased collaboration among member agencies in this area. Plans for 2018-19 include the formation of work groups to make recommendations regarding areas that could benefit from targeted professional development, such as Data and Accountability, Student Transitions, and Career Pathways. The addition of a dedicated liaison in the Office of Adult Education and High School Partnerships at Chaffey College has been an invaluable asset in this area.

Strategy #2

Continue to seek out WIOA-related professional development (CALPRO, CASAS, OTAN,) and to strengthen the relationship between Title I and Title II providers in order to make students aware of the wealth of opportunities available to them. The Consortium supports regional professional development opportunities through CCAE, CATESOL, and other local consortia.

Strategy #3

Explore how program outcome data can and should be used to drive professional development. The recent addition of a Program Coordinator for WEC will help with efforts to increase program articulation and staff collaboration, and a consortium-wide professional development event is planned for 2018-19.

Leveraging Resources

New Strategies

Strategy #1

Move vigorous and focused collaboration with the local WDB and America's Job Center, included but not limited to, data sharing, student/client referrals, cross-training, and co-located personnel and services.

Strategy #2

Leverage the staffing capabilities of adult schools, community college, and ROP, in order to enhance existing programs, develop new transition and counseling services, and improve or create orientation programs. Improve communication with current and past students through the use of email and social media, and explore the creation of an "app" that will aid in gathering post-exit data from students. Work is being conducted with Chaffey College to devise a method (at least for now) to track s

Strategy #3

Co-location and dual-enrollment of adult school students in Chaffey College classes has taken place at two adult schools in the past year, and a third is planning classes for this fall. The process of matriculation in these classes has been facilitated and streamlined for adult school students. Results have been promising, and continued evaluation and modification of the program will take place in the coming year.

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.**

Providing in-demand and regionally relevant training for adults in the western portion of the Inland Empire remains the mission of the West End Corridor consortium as described in its original Three-Year Plan. Resource allocation has always been determined by consensus with consideration to the strengths and limitations of each agency, volume of students served, community resources/needs, and potential for the leveraging of resources. Duplication of programs where there is a clear need, such as ESL, ABE and ASE, results in increased modalities and collaboration among agencies. CTE program development is being examined more from a regional perspective, with agencies using resources to "fill in the gaps." In addition to designing programs that are responsive to student needs, allocations are being devoted to enhance data collection and accountability efforts, student counseling and transitions, staff development and collaboration, acceleration of student progress, and articulation/pathways to post-secondary and workforce training providers. These are all areas addressed in the Three-Year Plan, and significant progress has been made or original goals have been met or exceeded. The West End Corridor follows the fiscal-agent model and maintains a central account destined for consortium-wide expenses. The system has worked well, as it provides the financial flexibility necessary for support of projects that benefit all members. These include hiring a Program Coordinator, attendance at local, regional and state conferences, contracting with Adult Education Solutions (AES), financing student data software such as TE and ASAP, financing consortium events, and supporting staff professional development. WEC membership meets regularly to review and approve allocations, including any necessary budget modifications. Input from stakeholders, including student and staff surveys, is taken into account when making decisions regarding resource allocation. Carrying out of Plan objectives has been further strengthened by the WIOA II program and MOU with the local Workforce Development Board. These relationships will serve to provide essential collaboration and program components that will assist the WEC in achieving its regional goals.

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

The West End Corridor Consortium of agencies has a plan for the appropriate and agreed upon use of any carry-over funds. The leveraging of remaining funds will further the development of the 3-Year Plan, program expansion as described in this plan and capital projects directly associated with plan objectives. These capital projects have been impacted by normal local/state policy and procedure and will be coming to fruition in the coming year. Instructional space, facility enhancement to accommodate growth, and career center facilities and staffing are critical projects to be completed in the coming year. Carry-over funds will also be used to expand existing data tools through professional development for staff and students, platforms for identifying and communicating with current and former students, support for transitions to college and the

workforce, and the creation of a strategic marketing plan and activities. Integrated English Language Civics Education (IELCE) program initiation efforts of the WIOA member agencies will leverage programs and services of the college and ROP members to enhance workforce training opportunities for ESL students.

Certification

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2018-08-15

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