



# Revised Adult Education Block Grant Annual Plan Template for 2015-16

## Section 1: Consortium Information

<b>1.1 Consortium Grant Number:</b>	13-328-08
<b>1.2 Consortium Name:</b>	West End Corridor/Chaffey Regional AE Consortium
<b>1.3 Primary Contact Name:</b>	Todd Haag
<b>1.4 Primary Contact Email:</b>	todd.haag@cjuhsd.net
<b>1.5 Fiscal Agent Name:</b>	Chaffey Joint Union High School District
<b>1.6 Fiscal Agent Email:</b>	todd.haag@cjuhsd.net

**1.7** Identify each member organization currently within your Consortium, and your Consortium representative.

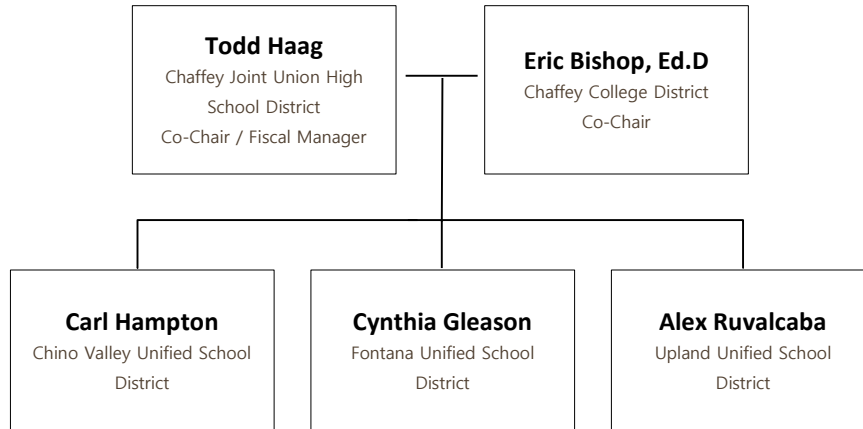
**Consortium Membership (Table 1.7)**

1.7a. Organization	1.7b. Representative Name	1.7c. Representative Phone	1.7d. Representative Email	1.7e. Date Officially Approved
Chaffey College	Eric Bishop	909.652.6501	eric.bishop@chaffey.edu	6/25/15
Chaffey Joint Union HSD	Todd Haag	909.391.5365 x2800	todd_haag@cjuhsd.net	7/14/15
Chino Valley USD	Carl Hampton	909. 627-9613 x8900	carl_hampton@chino.k12.ca.us	8/13/15
Fontana USD	Cynthia Gleason	909.357-5490 x234	cynthia.gleason@fusd.net	7/15/15
Upland USD	Alex Ruvalcaba	909.985.1864 x244	alex_ruvalcaba@upland.k12.ca.us	7/14/15

**1.8** Use the [Governance Template](#) to describe how your Consortium operates programmatically and fiscally.

*The West End Corridor / Chaffey Regional Adult Education Consortium is included under separate cover.*

**1.9** Attach an organizational chart to this plan submission. Show member relationships (including reporting) and interface with key partners, and identifying the fiscal agent (if applicable) and primary contact. See Guidance for sample and definitions.



**1.10** Whether using a single fiscal agent or not, describe how you are fiscally managing your block grant. How are you rolling up grant expenditures to certify and report to the State? Who will be your Certifying Officer?

*The West End Corridor/Chaffey Regional Adult Education Consortium is comprised of Chaffey Community College and the adult schools of the districts within the community college district; Chaffey Joint Union, Chino Valley Unified, Fontana Unified and Upland Unified school districts. These member agencies of the consortium have approved the Chaffey Joint Union High School District to serve as the consortium’s fiscal agent. This decision was reached at a meeting of the consortium’s executive committee on January 17, 2014 as it applied to the AB86 Planning Grant, was confirmed by the governing board of the CJUHSD on February 2, 2014, and was re-confirmed by a vote of the consortium membership on June 18, 2015. Management of consortium funds will follow all federal, state, county, and district guidelines within standard and acceptable accounting and auditing practices as they pertain to AEBG guidelines. Under the direction of the Assistant Superintendent of Business Services and the Chief Financial Officer, the Chaffey School District will devote a Budget Specialist to manage the AEBG and communicate with the consortium’s executive committee Co-Chairpersons and/or Project Manager and the member agencies in facilitating grant expenditures. Expenditures will be reflected in the consortium’s regional plan, and as necessary, be approved at formal*

*meetings of the consortium by majority vote of the membership. Meeting minutes will serve as supporting documentation of approved expenditures. Consortium-wide expenditures will be invoiced through the fiscal agent. Member agency related expenditures will be processed through and follow the procedures of local district fiscal departments and those districts will in turn invoice the fiscal agent. Member agencies will supply the necessary support documentation and fiscal reports necessary for reimbursement. Agency reimbursement will be processed for payment on a monthly basis. As the fiscal agent, the Chaffey Joint Union High School District will certify consortium-related budgets and expenditures.*

## Section 2: Plan Summary for Program Year 2015-16

The AEBG effort focuses on the purpose described in AB86: “... **to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage.**” Your *AB104 Adult Education Block Grant Three-Year Plan Update* summarizes what your Consortium’s vision and goals are for your regional Adult Education system by the end of the three-year implementation period (by the end of program year 2017-18). The annual plans will focus on what will be done to make progress towards that vision.

**2.1** Provide an Executive Summary regarding how your Consortium proposes to make progress in program year 2015-16 towards the realization the vision and goals of your Consortium’s AB104 AEBG Three-year Plan referred to above. What will your system look like by the end of 2015-16? See Guidance document for more information about this narrative.

*For year one, plans are still evolving and shortly will be submitted for approval. Upon approval, consortium funds will be made available. Given these realities – time constraints, funding, holidays, programs already in motion – it would be realistic to assume that implementation momentum will not build until the first of the new year.*

*As part of the Governance Guidelines, West End has completed Brown Act training and has implemented a public awareness/involvement program per that training and the text of AB 104.*

*Current district data management systems will provide baselines and measurements, but decisions regarding consortium selection of a standardized/dashboard AB 104 adapted system will result from discussions, webinars, interviews, research and pilots that will conclude in April 2016. Both ASAP and SchoolGauge have provided webinars and demonstrations of adaptable tools.*

*Discussions have begun that have led to identifying priorities that are both measurable and achievable. Priorities include: scalable pilots in the areas of contextualized learning, VESL and work ethics; creating committees to address new programs, orientations, professional development, transitions, partner leverages, communications, measurement, tutoring and grants; developing budgets and construction plans for improved health*

*career facilities and new career centers and expanding distance learning and virtual programs.*

*Feasibility studies will focus on developing a logistics program that provides instruction and job placement for students but also focuses on logistics research that identifies industry and career trends. Other feasibility studies will focus on: developing aviation industry programs; leveraging existing corrections programs with Prop 47 funds; exploring Health Informatics; and providing child care services.*

*By the end of year one a marketing/communications plan will be developed and funded so that new student segments can be addressed with particular focus on recruiting parents of students in the K-12 districts as well as non-diploma completers from member district high schools. The communications plan will also address stakeholders to make them aware of the plan's scope, focus and projected outcomes.*

## Section 3: Consortium Services and Funding Allocations

**3.1 Consortium Services by Program area, Member and Funding Source (Estimated).** Please identify the types of services your Consortium will provide, and the funding that will go to support these efforts. Information about *Levels of Service* will be gathered in Section 6. Using the [Member Allocations Workbook](#) for **Table 3.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

**Administration and MOE Indirect amounts are captured in Table 3.2b. The amounts entered in Table 3.1 should not include those expenses.**

*Each member of the West End Corridor Consortium members has disclosed all sources of funding. Please see the Member Allocations Workbook included in this submission for additional information pertaining to Table 3.1.*

**REVISED 3.2 Consortium AEBG Allocations by Member (Estimated).**

**NEW INSTRUCTION:** Table 3.2 will capture total AEBG MOE and Consortium Allocations, and the amounts of those figures that will go Administration (5% cap) and the MOE Indirect amount that will be charged to the AEBG. Using the [Member Allocations Workbook](#) for Table 3.2, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

*Each member of the West End Corridor Consortium members has disclosed all sources of funding. Please see the Member Allocations Workbook included in this submission for additional information pertaining to Table 3.2.*

## Section 4: Overview of 2015-16 Action Plans

Building off of your AB86 Final Plan, your AB104 Three-Year Consortia Plan Update and expected accomplishments for the 2015-16 program year, briefly outline your Consortium's top **3-5 key activities** for each of the Plan Objectives listed below for 2015-16. The original AB86 Objectives language has been adapted to the AB104 AEBG context.

**4.1 Objective 3: Integrate existing programs and create seamless transitions into postsecondary education or the workforce.** How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should 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.

**4.1a** Provide a description of your **AEBG Regional Assessment Plan**, i.e. how students will be appraised, placed, assessed, etc. into the regional adult system, as they progress, and as they move among the various schools. What tools and vendors will you be using for these activities?

*Currently in West End Corridor districts, counseling intake assessments focus on English and math through the community college ACCUPLACER and adult school CASAS tools. CTE courses and pathways assessments focus on math and English as well, with criteria cutoffs dependent on the pre-requisites of a particular CTE program. West End Corridor plans to broaden intake assessments to include cultural background, experiences, expertise, interests and passions as well as the academic skills required for the particular student pathway. Some of the tools and techniques that could provide these broadened insights include electronic portfolios, practical demonstration of skills, and interviews, combined with traditional English and math assessments. As one of its year 1 activities, West End Corridor is planning the development of an adult student career center that could handle most intake, orientation, testing and certifications, and is actively investigating working to develop staff capacity to support both differentiated intake and personal instructional plans across consortium regional institutions.*

**4.1b** Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student/classroom level? How will this system enable you to meet the targeted program outcomes?

*District data management systems will provide baselines and measurements, but decisions regarding consortium selection of a standardized/dashboard AB 104 adapted system will result from discussions, webinars, interviews, research and pilots that will conclude in April 2016. Both ASAP and SchoolGauge have provided webinars and demonstrations of adaptable tools.*

**4.1c – Objective 3 continued:** List other activities to integrate existing programs and create seamless transitions into postsecondary education and/or the workforce.

**Other Key Integration and Seamless Transition Activities (Table 4.1c)**

4.1c(1). Activity	4.1c(2). Timeline	4.1c(3). Consortium Members Involved	4.1c(4). Outcomes Expected	4.1c(5). Method of Assessing Impact
Develop joint articulation committees	Y1	ALL	- Articulation agreements are developed across K-12 and CCD institutions	- Number of students served, retention tracking
Implement consortium-wide electronic career portfolios	Y1	ALL	- Consortium institutions select shared career portfolio tracking tool - Standardized intake, placement, assessment procedures	- Quantitative evaluations showing 20% increase in career roadmaps for students - Evaluations of retention and placement data
Create student passport program	Y1	ALL	- Students enroll / attend courses at consortium partner institutions - Students have a wider array of career pathways	- Evaluations of enrollment data - Number of students served, retention & completions tracking



**4.2 - Objective 4:** Activities to address the gaps identified in Objective 1 (evaluation of current levels and types of adult education programs within its region, and Objective 2 (evaluation of current needs for adult education programs within the Consortium’s region), updated in your Updated AB104 3-year Plan. Describe how the Consortium will respond to the gaps identified in the region. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.

Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. Activities to address these should include strategies to incrementally increase capacity in identified gap areas (e.g., using distance learning to reach adult populations in a Consortium’s region who are currently underserved).

**Key Activities for Addressing Gaps (Table 4.2)**

4.2a. Activity	4.2b. Timeline	4.2c. Consortium Members Involved	4.2d. Outcomes Expected	4.2e. Method of Assessing Impact
Establish career centers to support cross-consortium transition and student success	Y1	All	<ul style="list-style-type: none"> <li>- Improved retention</li> <li>- Improved student performance</li> <li>- Career certification and employment</li> <li>- Standardized intake, placement, assessment procedures</li> </ul>	<ul style="list-style-type: none"> <li>- Tracking and exit interviews, customer service satisfaction surveys, job placement data</li> </ul>
Increase visibility of consortium services through marketing, communications, and targeted outreach	Y1	All	<ul style="list-style-type: none"> <li>- Increased enrollment in existing programs</li> <li>- Improved awareness of student needs</li> </ul>	<ul style="list-style-type: none"> <li>- Compare enrollment data for different target populations</li> <li>- Survey students at enrollment as to source of information</li> <li>- Attitude awareness and usage outcomes</li> </ul>
Expand consortium reach and impact through scalable pilots using distance, virtual, and blended approaches	Y1	All	<ul style="list-style-type: none"> <li>- More students in these types of services.</li> <li>- Student retention, completion, and progress data.</li> </ul>	<ul style="list-style-type: none"> <li>- Student / Teacher surveys, evaluating data on enrollment, retention, impact and efficacy of pilots</li> </ul>

**4.3 - Objective 5:** 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. Research has emerged in recent years identifying practices that reduce the time it takes for adult learners to progress through basic skills and career education

pathways. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student’s competencies (competency-based), and putting basic skills content into the context of a student’s goals and career path (contextualized).

Identify activities that you will implement and/or improve through using specific evidence-based strategies across the region, within and between systems where they currently don’t exist, to accelerate student’s progress.

**Key Activities for Accelerating Student Progress (Table 4.3)**

4.3a. Activity	4.3b. Timeline	4.3c. Consortium Members Involved	4.3d. Outcomes Expected	4.3e. Method of Assessing Impact
Scalable pilots in contextualized learning, VESL and work ethics	Y1	All	<ul style="list-style-type: none"> <li>- Increases in enrollments</li> <li>- Accelerated progress through course sequences</li> </ul>	<ul style="list-style-type: none"> <li>- Persistence rates; grades earned</li> <li>- Number of students requiring additional tutoring compared with traditional classroom instruction courses.</li> </ul>
Short-Term Career Certifications, with a particular emphasis on Health Careers, Logistics, and Construction	Y1	All	<ul style="list-style-type: none"> <li>- Increased numbers of certifications</li> <li>- Increased job placements</li> </ul>	<ul style="list-style-type: none"> <li>- Job placement data,</li> <li>- Evaluation of income data increases</li> </ul>
Supplemental distance learning courses (blended / virtual)	Y1	All	<ul style="list-style-type: none"> <li>- Increased registration</li> <li>- Removal of scheduling constraints</li> </ul>	<ul style="list-style-type: none"> <li>- Persistence rates; grades earned</li> <li>- Evaluation of time taken from initial enrollment to completed of selected programs</li> </ul>

**4.4 - Objective 6:** 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. A critical element to ensuring the effective implementation of the Consortium’s plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

List activities that your consortium will implement 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.

**Key Activities for Professional Development Collaboration (Table 4.4)**

4.4a. Activity	4.4b. Timeline	4.4c. Consortium Members Involved	4.4d. Outcomes Expected	4.4e. Method of Assessing Impact
Consortium goals and assessments	Y1	All	<ul style="list-style-type: none"> <li>- Shared understanding of intent and outcomes of AEBG (i.e., traditional outcomes to workforce outcomes)</li> <li>- Counseling and guidance services are expanded to include student interests, workforce skills, and financial resources.</li> <li>- Intake personnel are skilled at counseling incoming students about goals and needs and enter on a tracking form the student can utilize throughout adult school attendance.</li> </ul>	<ul style="list-style-type: none"> <li>- Number of people trained</li> <li>- Tracking data entered and used</li> <li>- Customer service satisfaction surveys, tracking and exit interviews</li> </ul>
Career and academic pathways	Y1	All	<ul style="list-style-type: none"> <li>- Counseling and guidance services are expanded to include student interests, workforce skills, and financial resources</li> <li>- Course offerings are enhanced by</li> </ul>	<ul style="list-style-type: none"> <li>- Number of Pathways created and used</li> <li>- Number of staff and faculty trained.</li> <li>- Proportion of students who now have educational and career plans</li> </ul>
Contextualized learning to accelerate student progress	Y1	All	<ul style="list-style-type: none"> <li>- Faculty develop expertise in contextualized learning opportunities</li> <li>- Pilot courses in VESL are developed</li> </ul>	<ul style="list-style-type: none"> <li>- Number of contextualized courses developed and implemented</li> <li>- Student / teacher evaluations of pilots</li> </ul>
Technology that supports Instruction (i.e., technology-based formative intervention)	Y1	All	<ul style="list-style-type: none"> <li>- Faculty develop expertise in technology tools to support ESL and HSE software</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Number of teachers trained,</li> <li>- Number of students using the systems</li> <li>- Data on retention, progress and completion to gauge impact.</li> </ul>

**4.5 - Objective 7:** Leverage existing regional structures, including, but not limited to, with local workforce investment areas. Describe how the Consortium will leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might

include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.

List activities to leverage existing regional structures and utilization of resources.

**Key Activities for Leveraging Structures and Assets (Table 4.5)**

4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Outcomes Expected	4.5g. Method of Assessing Impact
Leveraging existing assets and structures	Workforce Investment Board	Tools, licenses, job placement	All	Y1	<ul style="list-style-type: none"> <li>- Students have access to up-to-date tools</li> <li>- Students get ready for licensures</li> <li>- Job placement assistance for completers</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Interviews, surveys of students and employers regarding job placement.</li> <li>- Job placement data</li> </ul>
Leveraging existing assets and structures	Immigration and Customs Enforcement	Oversight, regulations, content, process	All	Y1	<ul style="list-style-type: none"> <li>- Increases in student referrals</li> <li>- Increase in grant applications</li> <li>- Improved job placement rates</li> </ul>	<ul style="list-style-type: none"> <li>- Meetings, Production of Materials, Program Design, Communications Plan</li> </ul>
Leveraging existing assets and structures	Employment Development Department	Referrals, Expertise, Staff, Research, Co-Funding through Foundations	All	Y1	<ul style="list-style-type: none"> <li>- Increases in student referrals</li> <li>- Increase in grant applications</li> <li>- Improved job placement rates</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Qualitative analysis of referrals data</li> <li>- Job placement data</li> </ul>
Leveraging existing assets and structures	Veterans Administration	Referrals, Resources for Intake, Fees	All	Y1	<ul style="list-style-type: none"> <li>- Increases in student referrals</li> <li>- Increase in grant applications</li> <li>- Improved job placement rates</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Qualitative analysis of referrals data</li> <li>- Job placement data</li> </ul>
Leveraging existing assets and structures	Kaiser Permanente	Placement, Internships, Career Ladders, Curriculum Content, Soft	All	Y1	<ul style="list-style-type: none"> <li>- Improvements in student soft skills</li> <li>- Improved job placement rates</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Student / employer surveys</li> <li>- Job placement data</li> </ul>

4.5a. Activity	4.5b. Partner(s)	4.5c. Contribution(s) Made	4.5d. Consortium Members Involved	4.5e. Timeline	4.5f. Outcomes Expected	4.5g. Method of Assessing Impact
		Skills Standards				

## Section 5: Estimated Allocations by Objective

**5.1 Allocation by Objective, Member and Funding Source (Estimated).** Provide an estimate of the budget the Consortium will plan to expend in order to carry out the activities (including those not listed above) relevant to each Objective. It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time. Using the [Member Allocations Workbook](#) for **Table 5.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Sheet of the Workbook. Below is an overview of the information required.

**Administration and MOE Indirect amounts are captured in Table 3.2b. The amounts entered in Table 5.1 should not include those expenses.**

*Each member of the West End Corridor Consortium members has disclosed their funding by source. Please see the Member Allocations Workbook included in this submission for additional information regarding Table 5.1.*

## Section 6: Levels of Service and Assessment of Effectiveness

**6.1 Projected Levels of Service.** Provide the number of students served in 2013-14 as identified in your AB86 Final Plan, as applicable, and target numbers for each of the AB104 AEBG Program Areas listed in the table shown below. *Estimates for the figures for the new AB104 AEBG program areas (Pre-Apprenticeship training, Adults training to support child school success, and Adults in the Workforce, Including Older Adults) are acceptable.* Duplicated headcounts are acceptable as some students may be in more than one program. You may add notes to explain your baseline and target figures, if necessary. **It is understood that these figures will change over the course of implementation, so this would be your best estimate at this time.**

Using the [Performance Measures Workbook](#) for **Table 6.1**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

*Each member of the West End Corridor Consortium has provided estimates for their respective institutions and completed the Performance Measures workbook, which has been included in this submission.*

**6.2 Project Performance Outcome Targets.** Provide target percentages for each of the performance measures listed in the table shown below. See the Guidance document for more information on this section, and resource links for goal-setting approaches.

Using the [Performance Measures Workbook](#) for **Table 6.2**, Consortium Members will fill out their own spreadsheets. The spreadsheets completed by individual Members will automatically be totaled together to provide the Consortium level figures on the Summary Page of the Workbook. Below is an overview of the information required.

*Each member of the West End Corridor Consortium has provided estimates for their respective institutions and completed the Performance Measures workbook, which has been included in this submission.*

**6.3** List and describe any additional measures your Consortium will be tracking in order to gauge the impact of the Consortium's plan efforts. (Optional – see Guidance document for information)


*The West End Corridor Consortium does not have additional measures to report at this time.*


**6.4** List and describe the approaches or measures you as a Consortium will be looking at to evaluate the effectiveness of your Consortium. (Required)

*The West End Corridor Consortium will leverage the strong relationships established between institutions during the AB86 planning year, and conduct its business consistent with the policies and procedures outlined in the Governance template and of the districts to which each member belongs. The Consortium will measure its effectiveness primarily through qualitative and quantitative evaluations of progress toward its stated goals and the progress metrics provided by the state.*



Section 7: Consortium Member Signature Block

<b>Name:</b>	Eric Bishop
<b>Consortium Member:</b>	Chaffey Community College District
<b>Email:</b>	eric.bishop@chaffey.edu
<b>Date:</b>	November 2, 2015
<b>Signature Box:</b>	


<b>Name:</b>	Todd Haag
<b>Consortium Member:</b>	Chaffey Joint Union High School District
<b>Email:</b>	todd.haag@cjuhsd.net
<b>Date:</b>	November 2, 2015
<b>Signature Box:</b>	

**Name:** Carl Hampton

**Consortium Member:** Chino Valley Unified School District

**Email:** carl\_hampton@chino.k12.ca.us

**Date:** November 2, 2015

**Signature Box:**  


**Name:** Alex Ruvalcaba

**Consortium Member:** Upland Unified School District

**Email:** alex\_ruvalcaba@upland.k12.ca.us

**Date:** November 2, 2015

**Signature Box:**  


**Name:** Cynthia Gleason

**Consortium Member:** Fontana Unified School District

**Email:** cynthia.gleason@fUSD.net

**Date:** November 2, 2015

**Signature Box:**  
