

# 08 West End Corridor | Consortium 2017-18 Annual Plan

**INSTRUCTIONS:** The form below has been partially completed based on information provided from your prior year's Consortium Annual Plan. Please carefully review and update each section. You may save your progress by clicking the **Save** button at the bottom of the page. As you coordinate with your member agencies to complete your annual plan, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here: <http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit> (<http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit>).

Click on the **Section 1: Plans & Goals** header to begin.

## Section 1: Plans & Goals

### Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the 2017– 18 Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium's vision, accomplishments made during the prior Program Year, and primary goals for the upcoming Program Year. (Limit: 500 words)

The vision of the West End Corridor Consortium continues to be realized through the leveraging of the resources of regional partners in addressing the needs of adults in the community. This includes a commitment to student centered approaches to access, guidance and measurable outcomes as driven by data informing regional need. The Inland Empire remains one of the fastest growing regions in California with an ever-increasing need to expand and improve the region's workforce. The WEC is committed to a responsibility of accountability for all activities, projects and student outcomes based on a collective plan toward meeting this need.

For 2017–18, The West End Corridor Consortium allocations and priorities remain consistent with the strategies that were identified in the initial three-year plan. These are within the overarching concept of workforce preparation through the alignment of career pathways, strengthening outreach and transitions, developing short-term CTE courses, improving literacy and basic skills, and preparing students for high school diplomas or equivalent.

Accomplishments & Intents Include the Following:

- A career focus for all consortium students: Implemented the Career Cruising on-line inventory and assessment tool in both English and Spanish.

- Students have become engaged in the identification of their own interests, skills and learning styles and have researched education, wage and employment trends related to applicable professions. The information provided by the Career Cruising software has also informed program and service development for member agencies.

- Academic and career support services and guidance, including the expansion of orientation programs and Career Center development and staffing.

- Career pathways: New programs in welding, CAD drafting, medical assisting and academic programs in support of CTE training, i.e., medical math.

- Articulation with programs offered by member agencies, including college courses offered on the adult school campus.

- Marketing and communication: Continue to refine the consortium website, along with marketing outreach materials for education and job training

programs. The consortium also continues to produce and mail member agency general and program information to over 318,000 households in the region as

it has each of the last 4 semesters. Agencies lacking in their own formal program catalog will be developing documents of their own.

•Data & Outcomes- Transitioned to updated student data management system, ASAP Version 3, for all adult school member agencies and implementation of

TOPSpro Enterprise (CASAS) data software for all member agencies for the purpose of meeting reporting requirements of the AEBG and WIOA Title II.

•Workforce Development Board MOUs: Consortium membership have participated in the development of local and regional WDB plans and have signed MOU's

related to Workforce Innovation and Opportunity Act (WIOA) with the county Workforce Development Board. Further enhancing future collaboration with regional partners.

•WIOA Title II: Three consortium members recently completed the 2018 federal Workforce Innovations and Opportunity Act (WIOA) Title II program

competitive application and have received grant awards.

•Program/Agency Status: Several adult schools achieved WASC 6 year terms of accreditation and one adult school is pursuing initial accreditation.

Baldy View ROP is COE (Council on Occupational Education) accredited and recently received FAFSA financial aid status.

•Chaffey College, a founding member of the West End Consortium, received an "advanced manufacturing" grant designed to address the region's workforce

needs - particularly around logistics (the movement of goods). To that end, grant funds have been used to develop The "Intech Center". The consortium

has leveraged resources so that West End students have easier access to the program offerings of the Intech Center, including inventory control and

forklift certification. Chaffey College was also a finalist for the ASPEN Award recognizing the countries top community colleges.

•Significant professional development involving certificated and classified staff.

•The consortium continues to promote marketing research in the form of bilingual surveys that focus on student satisfaction, needs, skills gaps and program development.

•Expansion of GED/ and industry certification testing. (PearsonVUE)

•Increased and updated technology hardware and software across programs to support new CTE programs and the expansion of ESL, GED & High School Diploma

programs, including the implementation of supplemental software and assessment.

•Refined and expanded corrections programs (Chaffey Adult School)

For the 2017-18 fiscal year, the WEC will embrace opportunities to work regionally on assessment and placement of students, use of student data in program design, addressing gaps in service, and strive to implement accelerated learning programs for students. Enhanced consortium-wide professional development and formalized relationships with community partners for leverage existing resources remain a priority. Data management, transition and career service programs will be staffed with qualified personnel in the creation of "single points" of contact in order to maximize agency services and track transitions and outcomes.

## Meeting Regional Needs

What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered.

Gaps in service / regional needs	How do 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.
Expand the capacity of ESL, ABE and HSE programs to accommodate regional need, including outreach efforts to reach the uninformed.	Regional demographic and economic data, program wait lists and CASAS assessment data.	Increased inquiry, demand and as reflected in increased enrollment. Outreach and public relations efforts are being leveraged with an ROP member agency.
Increase/Expand Career Technical Education and Workforce Training Opportunities	An assessment of employment needs and job training available to adults in the region through the use Americas Job Center and community college economic development data. This review includes a thorough accounting of career technical education courses being offered at local school districts, ROP and other not-for-profit providers and Chaffey Community College and any analysis of what resources can be leveraged.	Increased enrollment in member CTE programs and outcome data from the college and other training providers and consortium member organizations. Student progress and outcomes to be monitored and tracked via career assessment and inventory software (Career Cruising), student update records from classroom teachers and assigned support staff and phone, e-mail and social media communications.
Increase the number of students transitioning from Adult Education programs to post-secondary education and training.	Enrollment data & analysis of educational goal data.	Stronger relationships with the community college and other regional partners leading to the development of more formal referral and tracking systems. This includes an identified college liaison for adult and secondary services/transitions.
Career & Transition Counseling	Survey data from students, including feedback on intake processes, anecdotal feedback from staff and students and the success of orientation sessions of other programs.	Career assessment and inventory tool "Career Cruising" analytics, student data management system participation and outcome updates, mandatory program orientations, including ESL, program placement data and employment, wage and advancement data

### GAPS IN SERVICE

#### For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?

Identify strategies planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. 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.

Analysis of the current schedule of program offerings to increase efficiency and maximize student enrollment opportunity given funding, staffing and facility limitations.

Expand CTE programs by leveraging member resources and facilities, including school district facilities and staff and incorporating CTE training and skill development in the ESL program. Program expansion to be enhanced by professional development and training of certificated and classified staff.

Career center development and staffing for the purpose of establishing systems for serving students, counseling students, informing staff, generating outcome data and communicating with workforce training providers, including agencies of the local Workforce Development Board, and employers.

## Seamless Transitions

Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Articulation PD & Collaboration	3 - Somewhat implemented	Historical barriers and lack of previous collaboration	Professional Development has been strongly implemented for both certificated and classified personnel. The college has designated an adult education and secondary education position for the purpose of developing seamless transitions and organizing collaboration and articulation activities.	
Career Assessment	4 - Mostly implemented	Varying program and student schedules & sufficient PD for staff	Staff have received and will continue to receive training related to AEBG and WIOA reporting requirements and the impact on programs and student outcomes. Career Cruising training for staff is current and ongoing for the purpose of ensuring implementation with clarity and fidelity.	More data definition, gathering and outcome guidance
Career Centers	3 - Somewhat implemented	Hiring practices and facility development formalities /bureaucracies	While the community college and ROP members currently have formal systems in place, the adult school have made strong progress toward full implementation. One adult school has created a formal career center staffed with qualified personnel while several others have added staffing to begin the work and are in the midst of realizing actual physical spaces.	
CTE Training	4 - Mostly implemented	Facilities and start-up hurdles related to program familiarity & staffing etc.	New CTE programs have been implemented by all members and existing programs have been enhanced and leverage for consortium-wide enrollment. Programs in welding, CAD drafting, forklift, and numerous healthcare related offerings are flourishing and some have exceeded enrollment capacity.	
Logistics Academy	3 - Somewhat implemented	Collaboration and sufficient time for planning and development	Foundational programs have been developed and relationships leading to implementation have been established.	

### For 2017-18, what NEW strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?

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.

Full implementation of career assessment and inventory tool, Career Cruising for the purpose of gathering workforce data related to student goals, interest and ability and enhancing/creating programs, including transition programs, to address these demands.

Student I.D. card and attendance monitoring system for increasing student connectivity and tracking student participation, not only in classes, but participation in or receipt of services, specifically related to transition systems and process.

Assessment of students for community college readiness and/or remediation, implement signed Workforce Development Board agreements (MOUs) for shared resources, data sharing and the mutual sharing/locating of agency personnel.

## Student Acceleration

Explain how your consortium members and partners have employed 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, post-secondary institutions, and career technical education.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Accuplacer	3 - Somewhat implemented	Time to collaborate and set in place with community college representatives and training for staff	Community college placement assessment programs implemented for ease of access, valid referral systems and professional development to create clear understandings of purpose and procedure, including intervention and remediation.	
Career Cruising	4 - Mostly implemented	While one agency's district leadership has concerns related to vendor policy and student confidentiality, implementation has made tremendous strides and is very near producing very strong outcomes.	Continued refinement of the program to ensure accurate data input and outcomes and maximize access to the wealth of information available to students and instructional staff.	
GED Preparation in English & Spanish	4 - Mostly implemented	While programs have been expanded across the board, including distance learning opportunities, not every agency has yet implemented GED preparation classes in Spanish.	Continue to accommodate demand, evaluate instructional practice based on outcome data and professionally develop staff. All adult agencies will pursue Spanish language offerings and/or establish functional referral systems to adjacent agencies.	
Open Entry ESL, GED Prep & Online Programs	5 - Fully implemented		These programs will continue to be evaluated for access and curricular content.	
Supplemental Software	5 - Fully implemented		Agencies have participated in formal selection processes involving instructional staff and provided PD to program staff. Supplemental software has and will continue to be implemented to serve needs related to differentiation and assessment preparation, including Accuplacer.	

### For 2017-18, what strategies are planned to accelerate student progress (Must list at least one)?

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. 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).

One agencies efforts to shorten/intensify daytime ESL offerings and increase enrollment opportunities will be evaluated for increased student outcomes and overall success.

Expand high school career pathways in order to leverage resources and shorten program completion as these students complete capstone courses as adults.

Continue to explore new and critique existing distance learning programs, i.e., online high school diploma and GED preparation and CTE, for acceleration while maintaining meaningful rigor and relevancy.

## Shared Professional Development

Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
ABE/GED Software	5 - Fully implemented		Continued analysis of current platforms being utilized and ongoing consideration of new systems. Ongoing PD for instructional staff.	Advisement of current trends and successful implementations
Articulation/Collaboration	4 - Mostly implemented	Time and issues related to staff schedules	Use of agency designated staff and new consortium program director to communicate, develop and organize meaningful collaboration between certificated and classified staff of member agencies and regional partners.	
ASAP	5 - Fully implemented		Continue to become familiar with the capabilities and nuances of this student data management system, train staff and evaluate for continued implementation.	Exploration of refinement of this system or development of a statewide system for improved management of data and outcomes.
Career Cruising	4 - Mostly implemented	Ongoing training and full adoption by all member agencies	Ongoing and refined training for staff regarding program implementation and the development of related curriculum and activities.	Consider this or related program for statewide data gathering and analytics.
CASAS Training	5 - Fully implemented		Ongoing training.	
ESL Software	4 - Mostly implemented	Time to thoroughly train staff outside initial pilots	While not every agency has implemented supplemental software for ESL (Burlington English), those that have are serving as models for the consideration by consortium membership and are in the process of developing PD for full implementation beyond any pilot programs. Agencies are experiencing positive feedback from students and positive assessment results.	State advisement to districts concerned about vendor country of origin and adult student confidentiality.
Workforce Awareness/Regional Need	4 - Mostly implemented	Ongoing nature of of PD required of this strategy	Continued collaboration and cross training of staff, specifically WDB and America's Job Center staff.	Uniform data systems and procedures

### For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?

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.

Increased collaboration among member agencies with the community college for the purpose increasing student transitions and informing and developing course and program articulations.

WIOA related professional development between Title I and Title II agencies and the wealth of opportunity available to students among these entities.

## Leveraging Resources

See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.

2016-17 Strategy	To what extent have these strategies been implemented?	What challenges prevented full implementation?	What intervention strategies, if any, are planned for the future? If you are not planning to implement or expand on this strategy in the coming year, type "None"	What state support would be most helpful to fully implement this strategy?
Corrections Education Program	3 - Somewhat implemented	Internal demands of corrections facilities related to inmate populations and issue faced by released individuals	Expanded programs and creative approaches in the institutional setting and the development of programs for released individuals with consideration to location, transportation and proximity to employment related training and opportunities.	These individuals require a great deal of support after release well beyond education and training.
CTE	5 - Fully implemented	While never fully implemented, meaningful growth has been realized	Community college programs, specifically the college's "Intech Center" will be leveraged with referrals to this and other college and ROP programs. Co-located college programs will be expanded and secondary school district programs, staff and facilities will be continue to be leveraged for adults. Adult school and ROP courses that have been developed or planned include, but are not limited to, welding, CAD drafting, medical assisting and numerous other medical related programs and academic programs in support of CTE training, i.e., medical math. Opportunities created by a college CTE grant will also increase opportunities for consortium adults.	
ESL	4 - Mostly implemented	Collaboration and articulation with the college programs has begun and will be increased.	ESL will continue to see increases in the number of classes located at member district feeder and high schools. Relationships with the feeder districts outside of the member agencies will also continue to be explored. ESL offerings serve as an extension of services to the community, including parent education, and serve as a bridge to consortium member offered ABE, GED, HSD and CTE programs. Collaboration with community college ESL programs will also increase articulation among staff and result in curricular alignments and student transition to advanced level courses and programs. Integrated CTE, including the incorporation of supplemental software, will also enhance the ESL program.	
High School Diploma	5 - Fully implemented		Highly qualified district instructors continue teach evening high school diploma courses and online diploma classes. These teachers bring the cutting edge strategy and pedagogy to the adult school classroom as developed through collaboration, PD and technology at the secondary level. Structured online programs offer distance learning opportunities for students experiencing barriers to traditional programs. More students are transitioning to the community college as a result of orientations, college presentations and campus visits and co-located classes. ROP members are referring students to the adult school programs and adults are referred to ROP CTE and industry certification assessments.	
Workforce Development	5 - Fully implemented		WDB & Americas Job Centers MOUs will result in increased collaboration and program sharing resulting in co-located services, data sharing, client tracking and PD for staff. Students will also take advantage of resume, interviewing, employment skills, job search, workforce training, job fairs etc. Relationships with workforce training providers, placement services and industry associations will continue to be cultivated and bear fruit. Shared activities, marketing efforts and informative events will inform stakeholders.	

**For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?**

Identify strategies planned to leverage existing regional structures and utilization of resources, including 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.

Greater and more intense cooperation with the local WDB and America's Job Center, including but not limited to, data sharing, client/student referrals, and co-located personnel and services.

Leverage the addition of adult education, college and ROP staffing to enhance existing programs and develop new transition and counseling services, expand orientation programs and communicate with staff, current and past students and workforce training and employers in a "one stop" approach to the gathering and analysis of student outcome data.

## Section 2: Fiscal Management

Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.

Program Year	Total AEBG Funding	Total Spent	Total Funds Remaining
2015-16	\$6,733,277	\$6,733,277	\$0
2016-17	\$6,833,501	\$4,416,734	\$2,416,767
<b>Total</b>	<b>\$13,566,778</b>	<b>\$11,150,011</b>	<b>\$2,416,767</b>

Please identify challenges faced related to spending or encumbering AEBG funding.

District hiring concerns related to the tumultuous history of adult education funding in the state and the uncertainty of future funding has been a concern. While much appreciated, managing multiple allocations, most with a three year life span, has been challenging. Having said this, our consortium has worked hard to positively impact our community through the thoughtful and appropriate allocation and expenditure of adult education funds.

Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18. (Limit: 250 words)

The West End Corridor Consortium of agencies has a plan for the appropriate and agreed upon use of remaining funds. Program growth as described in this report and several capital projects directly associated with plan objectives will expend remaining 15-16 and 16-17 funds.

## Section 3: Certification and Submission

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2017-18 AEBG General Assurances Document.

Failure to meet the requirements listed in the 2017-18 AEBG General Assurances Document may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.



### Certification (Required)

- I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2017-18 Program Assurances Document.
- I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

### Signature (Required)



- Click to indicate you are ready to Submit your 2017-18 Consortium Annual Plan