



AB104 Adult Education Block Grant - Three-Year Consortia Plan Update from AB86 Final Plan

Section 1: Consortium Information

1.1 Consortium Planning Grant Number:	13-328-08
1.2 Consortium Name:	West End Corridor/Chaffey Regional AE Consortium
1.3 Primary Contact Name:	Todd Haag
1.4 Primary Contact Email:	todd.haag@cjuhsd.net

Section 2: Three-Year Plan Summary

AB86 Final Plan adapted to AB104 requirements

2.1 Provide an Executive Summary of your consortium’s AB86/104 Plan vision and goals (updated as appropriate). You can attach your summary or enter it below. Please see the Guidance document for attachment instructions.

“In the Executive Summary of the March 2015 AB 86 Regional Plan, the consortium is described as “poised at the intersection of geography and opportunity and on the cusp of an economic boom at the gateway to the Inland Empire – the fastest growing region in Southern California – with the boom projected to last at least the next five years.” In a Los Angeles Times October 24 article, the Times predicts that there will be exceptional growth in **transportation** and **logistics** as well as **warehouse, business and residential construction**. And further, in a recently West End commissioned Economic Growth Report, Dr. Jamshid Damooei, economist, identifies new and replacement needs of labor markets for the region in the following categories of occupations:

- **Construction and Extraction**
- **Personal Care and Services**
- **Business and Financial Operations**
- **Healthcare Support**
- **Computer and Mathematical**

Needless to say the Regional Plan submitted in March 2015 clearly identified both the upside career and growth opportunities as well as the downside devastation caused by recession-driven budget cuts that reduced regional capacity to serve adults by 44%.

In the March Regional Plan, Actionable Components that ultimately would inform an implementation plan were identified. Components included instruction, counseling, professional development, communications and measurement. Other Plan objectives included addressing seamless transitions, accelerating student progress and leveraging available and evolving resources.

The March Regional Plan serves as the core to segue from a regional visionary plan to a three-year implementation plan – as described in Assembly Bill 104. While the core mandate remains the same – improving and expanding education and workforce opportunities for all adults – the three-year plan suggests the need for a narrative that identifies the assumptions that will drive the theory of success. In simple terms, how will this plan contribute to improved and expanded student outcomes?

The basic assumption is that if students were focused on career goals and workforce outcomes, then retention and persistence would improve, certifications would expand, employment and job promotions would increase, and word-of-mouth combined with smart communications strategies would serve to bring more students to consortium programs. This shift to workforce focus through career pathways will allow students to realistically identify what they want to become and how they're going to get there. The assumption is that understanding precisely what it takes to go from "0" to nurse, or "0" to welder or "0" to aviation mechanic will significantly improve and expand the number of students served and outcomes that include literacy gains, citizenship, diplomas and GEDs, industry and government career certifications, employment and job promotions/salary increases. These are the challenges identified in AB 104, and these are the areas of focus in the West End Corridor's Three-Year Plan.

These career pathways will drive the other elements of successful programs so that instruction, professional development, counseling, transitions, leveraging, acceleration, measurement and communications will be key elements of creating successful, trackable, measureable and achievable pathways.

In the course of the next three years, West End plans to provide each and every student – native speakers, and English learners – with electronic career portfolios (career pathways) that provide standardized and personalized intake and skills assessments, interest and career inventories, roadmaps to certification and employment and tracking analytics with formative interventions. Discussions and negotiations have opened with a software tool called Career Cruising.

In keeping with Objective 7 of the West End Plan, these efforts will expand beyond our district members to include leveraging resources with other stakeholder partners such as WIBs, DPSS, Corrections, Trade Unions and Veterans Administration. West End has already begun regular participation with WeWorc, a workforce collaborative that convenes an assortment of workforce related agencies to a monthly discussion on services and potential leverages.

As we segue from the West End Regional Plan to the West End Three-Year Plan, we are acutely aware that funds are limited, time constraints and delays are challenging, but student needs remain critical. The West End Corridor Consortium is confident that our approach will measurably expand and improve programs and workforce outcomes for adults within the West End Corridor region.

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.

For year two, scalable pilots will be deployed, course content will be finalized, and new delivery models will be identified. Career Cruising will be partially implemented for both native speakers and ESL students and course offerings will begin to feature contextualized approaches, VESL, pre-apprenticeships and apprenticeships. Career Centers will be operational and leveraged with existing workforce partner resources. And career-focused professional development will be required for all consortium staff and support staff.

For year three, all West End students will experience: standardized orientation; focused and personalized intake and assessments; electronic career portfolios; improved, faster and easier transitions; access to career programs that lead to career certifications, employment and promotions. Career Centers will be operational in all districts; awareness and usage of consortium services will expand exponentially. Focused and measurable professional development will be the required standard. Number of students served will increase by 20%; literacy gains will improve and accelerate; diplomas, career certifications and employment will increase by the same 20%.

While instruction and delivery are critical pieces, marketing and communications will create and deliver the message that assures students that by investing time and energy with West End, they will get jobs and/or better jobs. And with this projected success, we expect that our respective governing boards and elected officials will see fit to support these programs with future expanded funding.

2.2 Provide updates and changes to your submitted AB 86 Final Plan regarding Objectives 1 and 2. It is not necessary to reiterate or attach these sections from your AB86 Final Plan to this document. You can attach your description or enter it below. Please see the Guidance document for attachment instructions.

NOTE: The updates shall include data and changes regarding the seven program areas

in AB104 (five of which were in AB86):

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
4. Programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
5. Programs for adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

2.2a Objective #1: An updated evaluation of *current levels and types of adult education programs* within its region, including education for adults in correctional facilities; credit, noncredit, and enhanced noncredit adult education coursework; and programs funded through Title II of the federal Workforce Investment Act, known as the Adult Education and Family Literacy Act (Public Law 05-220).

Describe any changes regarding the services and programs the consortium members and partners are currently providing in the consortium's region and provide a narrative evaluation of adequacy and quality. Please note that community college district members are requested to provide data separately for credit basic skills, enhanced noncredit, and/or regular noncredit, as applicable.

There are no substantive changes regarding current levels and types of programs to report.

2.2b Objective #2: An updated evaluation of *current needs* for adult education programs within the consortium's region. Describe and assess current needs for each of the AB86 adult education program areas (1-5), including the needs that are currently unmet. This might be informed by regional data including, but not limited to, student wait lists for classes in the program areas addressed in AB86; school districts' K-12 English Learner statistics; the number of children who qualify for free or reduced lunch; adults who do not have a high school diploma; and other relevant data. Additionally, consider needs in your region documented in state sources that informed the AB86 awards, which were calculated based on community college district boundaries (<http://cccgis.org/CCCDistrictBoundaries/tabid/626/Default.aspx>).

This should provide an updated overview (if applicable) of the consortium's region including:

- Analysis/description of local regional economy

- Additional analysis utilizing other data

There are no new updates regarding the consortium's evaluation of current needs.

2.3 Briefly describe what your regional consortium system will look like by the end of the 2017-18 program year in the areas listed below. NOTE: Responses to items 2.3a, b, c, d and e are required as part of adapting the AB86 Plans to AB104 requirements. The remaining items are optional and are offered to provide updates, if applicable.

2.3a Placement of adults (including but not limited to older adults) seeking education and workforce services. (REQUIRED)

In the course of the next three years, West End plans to provide each and every student – native speakers, and English learners – with electronic career portfolios (career pathways) that provide standardized and personalized intake and skills assessments, interest and career inventories, roadmaps to certification and employment and tracking analytics with formative interventions. Career Centers will be operational in all districts; awareness and usage of consortium services will expand exponentially. Focused and measurable professional development will be the required standard. Number of students served will increase by 20%; literacy gains will improve and accelerate; diplomas, career certifications and employment will increase by the same 20%.

2.3b Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards. (REQUIRED)

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2.3c Programs for adults (including but not limited to older adults) that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school. (REQUIRED)

Expansion of programs in this area are currently under discussion, with implementation likely to occur in Year 2.

2.3d Collection and availability of data. (REQUIRED)

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.

2.3e Qualifications of instructors (including common standards across entities).

(REQUIRED)

Qualifications have not changed. All K-12 instructors are certified and meet CDE requirements; likewise, West End faculty meet or exceed state minimum qualifications of their respective academic senates.

2.3f Alignment of academic content and curricula (OPTIONAL)

West End will be exploring the addition of Health Informatics to the current Health Career pathways options.

2.3g Alignment of educational services supported by this grant. (OPTIONAL)

West End will be exploring the addition of Health Informatics to the current Health Career pathways options.

Section 3: Consortium Member Signature Block


Name: Eric Bishop

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Date: November 2, 2015

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A handwritten signature in black ink, appearing to read "Eric Bishop", written in a cursive style within a rectangular box.


Name: Todd Haag

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A handwritten signature in black ink, appearing to read "Todd Haag", written in a cursive style within a rectangular box.

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Handwritten signature of Alex Ruvalcaba in blue ink.

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**Signature
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A handwritten signature in black ink that reads "Cynthia Gleason". The signature is written in a cursive style with a large initial "C".