



*Chaffey Joint Union – Chino Valley Unified – Fontana Unified – Upland Unified – Baldy View ROP
Chaffey Community College*

Annual Plan 2021-2022

Executive Summary

Please provide an Executive Summary of your consortium's implementation plan for the **2021-22** Program Year. In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan. Include a clear and concise description of your consortium's vision, list accomplishments made during the prior Program Year, and list primary goals for the upcoming Program Year.

West End Corridor Consortium (WECC) member representatives reviewed the 2020-21 Annual Plan and made recommendations regarding which strategies should be retained for the coming year. The group discussed progress that had been made and suggested modifications to the strategies to account for the challenges caused by the COVID-19 pandemic. The 2021-22 Annual Plan is based on this input as well as insights gleaned from enrollment and outcome data examined throughout the year.

The Consortium continues to make progress toward meeting the goals described in the current Three-Year Plan and fulfilling its mission of serving the educational and career training needs of adults in the region. A significant development in the past year included the voluntary withdrawal of Baldy View ROP from membership in the Consortium as of December 2020. WECC leadership is open to possible continued collaboration with Baldy View on the level of publicizing appropriate programs to adult students and student referrals. Chaffey College now has a fully funded position dedicated exclusively to creating opportunities for adult education students, the Assistant Director of Adult Education Pathways. This individual works at the programmatic level to ensure that community college transitions are facilitated through the effective use of counseling resources, co-located classes, and dual enrollment opportunities through SB 554. The Program Coordinator contract was renewed for another year, and this individual continues to support Consortium members by ensuring that information and assistance are readily available, and deliverables are submitted in a timely manner. A representative from the San Bernardino County Superintendent of Schools office continues to attend most meetings and has proven to be a valuable resource to the group. WECC did not have a contract with WestEd for most of the past year but is now in the process of approving a new contract for assistance with data analysis in connection with the new 2022 Three-Year Plan.

While overall enrollment and outcomes in adult education programs suffered in the past year due to the pandemic, progress was made in some areas. Most members implemented online registration systems if they did not have them already. Adult school members became proficient with remote CASAS testing or developed alternative methods of testing students outdoors and in parking lots, or even at their homes. Some members adopted new instructional software or implemented new Learning Management Systems (LMS,) such as Canvas, to deliver the curriculum. Staffs were trained on tools such as Zoom and

Google Classroom and became much more proficient with electronic communication systems and social media. Chaffey College expanded its virtual counseling services and added a Virtual Reality component to the HVAC program. Teachers and other staff now have a new set of skills and schools have increased their technology capabilities which will be necessary in the event of a future outbreak and an asset in normal conditions.

The majority of Chaffey College classes will remain a distance learning format for the fall 2021 semester. The number of adult education students who participated in the dual enrollment partnership program (SB 554) actually grew over the course of the year. In addition to the barriers to enrollment removed by SB 554, students reported that the online format worked well for them. This is an important piece of information that will be considered when planning future dual enrollment classes.

The primary WECC goal of *improving overall student outcomes* for the upcoming year includes the following:

- Recruiting and retaining students so that enrollment returns to pre-pandemic levels and schools are at capacity
- Maintaining strong programs in the core areas of ABE, ASE, and ESL in order to serve community needs
- Reducing student barriers to success by offering a variety of programs, schedules, modalities, and services
- Reestablishing and expanding CTE offerings to meet labor market and student demand
- Enhancing student employability through the infusion of soft skills, contextualized/integrated programs, dual enrollment, and collaboration with workforce agencies and employers
- Facilitating student transitions through effective academic counseling and career advisement services
- Providing meaningful and timely professional development for teachers and other staff who work with adult students
- Using data effectively to identify inequities and to pinpoint where resources should be concentrated or areas of success

Regional Planning Overview

This 2021-22 annual plan, and the strategies, are based on your new 3-year plan, how is your consortium implementing the new 3-year plan?

The West End Corridor Consortium has been making decisions based on the 2019 Three-Year Plan since the Plan was adopted. Regional needs, goals, and strategies are clearly described in the document, which is available to all on the WECC website. The Executive Committee regularly examines allocations and makes fiscal decisions based on the ability of the member institution or proposed project to meet the CAEP and Consortium Plan goals of directly benefitting the maximum number of students at the lowest cost to the student. Program design is analyzed with respect to removing barriers and maximizing positive, tangible outcomes. In addition to completions, certificates, and transitions, there is a continued

focus on improving student learning within programs by ensuring complete and accurate testing, recognizing level completions and other intermediate indicators of progress, offering “mini” or stackable certificates, and especially this year, soliciting feedback from students and staff.

Resources and effort are based on analysis of program effectiveness and identified need. Areas of concern/interest that have arisen in the past year include:

Technology access and training for both students and staff. The virtual learning environment of the pandemic has forced members to provide students with the means to continue making progress toward goals, with the associated training for staff and possibly the acquisition of new software and/or LMS. This will continue to be an area of focus, with most schools offering more distance learning or blended programs than they did prior to the pandemic.

Increased resources devoted to outreach and marketing. Consortium leadership realizes that there is a general lack of knowledge regarding adult education among the public, and much confusion regarding what is currently open and available. In addition to the normal marketing efforts made by members, WECC has undertaken a broadcast outreach campaign and will evaluate its effectiveness as the year progresses.

Effective use of local data to determine regional need, outreach, and program planning. The labor market has changed in both obvious and subtle ways as a result of the pandemic. WECC intends to be responsive to the needs of individuals who are seeking employment or re-employment/retraining. The Consortium has plans to work with WestEd to ensure the effective use of current regional demographic and labor market data.

Better use of consortium data to improve persistence, retention, outcomes, and transitions. This is an area of ongoing interest for the Consortium. The Data Group will continue to meet and collaborate in support of all members, and training on gathering accurate data and using reports to enhance student performance and inform program design will continue to be supported.

Acceleration of student progress through integrated/contextualized programs, articulation agreements and pathways, and dual enrollment opportunities. The Consortium has made good progress in this area, and Chaffey College is leading the state in the implementation of SB554 for adult education students. Virtual counseling resources have been developed at the college and are accessible to a greater number of adult education students than before the pandemic.

Analysis of need and allocation of resources to ensure that all members can meet the demands in their communities. The WECC Executive Committee has consistently allocated resources to members who demonstrate that the need in their community exceeds their ability to meet it. Pilot projects are considered and supported when they follow Plan goals and outcomes can be readily evaluated.

Allocation and leveraging of resources to fill gaps in regional CTE needs. The labor market landscape has shifted somewhat due to the pandemic in favor of the Inland Empire as one of the major logistics hubs of the nation. The WECC is examining its workforce training programs and members are working together to offer classes that meet the growing and changing needs of the region. The adult school members are looking to coordinate classes with one another when possible and tie their programs in with Chaffey College pathways.

Support of data-based, focused professional development opportunities for staff. Plans for in-person professional development events were replaced with a large variety of virtual opportunities offered by state agencies and professional associations. These were encouraged and supported by the Consortium. WECC held a teacher networking event last spring that was well-received. The leadership group will request teacher input and may convene a workgroup to determine how to move forward with PD for the coming year.

Meeting Regional Needs

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

- Gaps in service/regional need
- How did 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.

| Gaps in service/regional need | How did 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. |
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| Expand and improve offerings in the areas of ABE, ASE, and ESL | <p>Regional demographic data continue to indicate the need for secondary credentials and English language instruction</p> <p>Adult schools provide the safety net for non-grads from their parent districts</p> <p>Members report gaps in basic/secondary skills and ESL programs relative to community need</p> | <p>Enrollment trends, waiting lists, student interest surveys</p> <p>Data on student persistence, learning gains, diplomas earned, transitions, and other outcomes</p> <p>Student and staff surveys and other feedback regarding program effectiveness</p> <p>Examine community need vis-à-vis enrollment</p> |
| Reduce student barriers to success | Students identify barriers upon registration and in surveys | Identify the biggest barriers and offer distance learning programs, technology and related training, childcare, |

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| | <p>Counselors, teachers, and other staff report issues that impede student progress</p> | <p>transportation assistance, tutoring, mentoring, and counseling centers</p> <p>Refer students to local and county agencies when appropriate</p> <p>Examine outcome data and request student and staff feedback on programs and services offered</p> |
| <p>Expand and pinpoint CTE offerings to reflect the local labor market and student demand</p> | <p>Regional LMI data</p> <p>Student demand</p> <p>Input from local employers</p> <p>Examination of CTE programs offered by WECC members to identify gaps or redundancies</p> | <p>Program completion data, including milestones and certificates</p> <p>Employment data (if available)</p> <p>Feedback from local employers</p> <p>Student feedback</p> |
| <p>Enhance employability of all students by infusing soft skills throughout the curriculum and offering contextualized and integrated programs</p> | <p>Employers report that job candidates with soft skills are primary need</p> <p>Students can acquire academic, career, and soft skills at the same time in accelerated programs, saving time and money in the process. These models have been popular and successful in WECC schools.</p> | <p>Analysis of outcome data</p> <p>Analysis of data from Career Cruising, Burlington English, and other platforms used</p> <p>Student feedback via conversations and surveys</p> <p>Counselor feedback</p> <p>Employer feedback</p> |
| <p>Facilitate student transition between programs within the consortium and to other education/training providers</p> | <p>College transition data compiled by WECC show that the number of adult students who transition to Chaffey College is low, reflecting the statewide average</p> <p>WECC is working on curriculum alignment (ESL) and creating clear pathways and programs that integrate with one another</p> | <p>Examine program design, ease of navigation, supports for students, and transition data</p> <p>Data regarding adult students in college dual enrollment programs</p> <p>Adult school to Chaffey College transition data</p> |

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| | <p>Some member reps report that their counseling resources are inadequate. Resources are being leveraged with Chaffey College to fill this need.</p> <p>Pilot and ongoing implementation of SB554 has increased dual enrollment opportunities for students enrolled in ASE programs</p> | <p>Work with the county WDB/AJCC to improve the system of referring students to employers and training providers</p> |
| <p>Improve CAEP and WIOA II outcomes</p> | <p>Analysis of TOPSpro Enterprise data</p> <p>Analysis of college transition data (compiled at Chaffey College)</p> <p>Analysis of LaunchBoard data</p> <p>Data Group input</p> | <p>WestEd consulting expertise</p> <p>TOPSpro Enterprise to determine local outcomes</p> <p>Chaffey College enrollment figures regarding adult education students</p> <p>LaunchBoard</p> <p>EDD employment data</p> <p>Student surveys</p> |
| <p>Increase regional knowledge of public adult education opportunities</p> | <p>Enrollment numbers clearly indicate that the public is largely unaware of the adult education system</p> <p>Current student input</p> <p>Anecdotal evidence from community members</p> <p>For-profit institutions operate in the region with similar programs</p> | <p>Data regarding the effectiveness of the WECC broadcast marketing campaign</p> <p>Member schools market programs according to their size and resources</p> <p>Surveys regarding how students found out about adult education</p> <p>Feedback from collaborators and partners</p> <p>New WECC website with increased resources for staff and stakeholders</p> <p>Social media, other forms of outreach, public events</p> |

What strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service? **You must list at least one.**

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

(3-Year Plan, Themes A and H) **Identify, inform, and serve all individuals who wish to enroll in adult education programs in the region** at the highest capacity possible. Using outcome and barriers data, and student input, offer programs, supports and modalities that are accessible to students. Allocate resources and funds to ensure that members can meet the demonstrated needs in their communities per Three-Year Plan data.

(3-Year Plan, Themes B and I) **Reestablish and expand CTE programs.** Short-term CTE suffered due to mandates that prohibited in-person instruction, although some creative solutions were explored by Consortium members. Programs will be reinstated and new ones added to reflect the changing labor market in the region. There are plans to continue leveraging resources between Chaffey College and the adult schools, and to work with local employers to produce skilled workers in high-demand industries.

(3-Year Plan, Theme E) **Provide effective, timely career and academic advising.** The Consortium remains committed to working with students on early career assessment and ongoing academic and career advisement services. Integrated, contextualized, and cohort models will be continued as demand and outcomes warrant. Good progress was made prior to the pandemic with resources devoted to making Career Cruising available to all members and increased/improved counseling facilities and personnel at member institutions.

Seamless Transitions

2021-22 Strategies

What new and/or existing strategies are planned to integrate existing programs and create seamless transitions into postsecondary education or the workforce? **You 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? Strategies 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.

(3-Year Plan, Theme E) **Improve outcomes** by increasing the number of students who complete milestones and programs, achieve level gains, get jobs, or enroll in post-secondary education or training. Analyze outcome data to determine where inequalities may exist and improvements should be made. Reduce barriers to success by improving communication with students and providing robust student services and referrals to outside agencies when appropriate.

(3-Year Plan, Theme D) **Increase the number of students enrolling in Chaffey College from the adult schools** by supporting the regular presence of college counselors on the campuses. Improve communication by creating collaboration opportunities between adult school and college staff. Provide clear pathways, application assistance, and dual enrollment opportunities, such as non-credit college ESL at the adult school campus or a college CTE class built into an IELCE program.

(3-Year Plan, Theme F) **Improve systems for the collection and accuracy of student data.** The leadership group agrees that accurate and actionable data is necessary to make decisions that result in improved outcomes for students. Funding is allocated for student data systems (ASAP) and training of personnel related to gathering, reporting, and interpreting student and program data. The Data Group continues to meet regularly and has proved an asset to its members and the Consortium as a whole.

Student Acceleration

2021-22 Strategies

What new and/or existing strategies are planned to accelerate student progress? **You must list at least one.**

Identify strategies that you will implement and/or improve upon by using specific evidence-based strategies across the region, within and between systems where they currently don't exist, to accelerate students' 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).

(3-Year Plan, Themes D and G) **Increase student accessibility and facilitate acceleration** by providing a variety of schedules and learning modalities. Many students have indicated that distance learning worked well for them during the pandemic. Member institutions have evaluated existing instructional platforms and implemented new systems when necessary. Instructors have been supported in creating their own online materials when appropriate. Pilot programs, cohort models, and targeted orientation programs that have been effective will be continued.

(3-Year Plan, Themes E, I and J) **Implement programs and supports that enable students to begin career-based studies early on.** Identifying students' career/academic interests and goals as soon as possible will continue to be a priority for Consortium members. Resources such as career counseling, workshops, job fairs, tutoring centers, mentorships, and student recognition programs have been implemented by members to support student success. Infusion of soft skills into the curriculum at all levels is also a priority. Progress has been made in the areas of ESL and CTE articulation and pathways from the adult schools to Chaffey College.

Shared Professional Development

2021-22 Strategies

What new and/or existing strategies are planned to provide shared professional development? **You must list at least one.**

Professional development is a critical element to ensure the effective implementation of the Consortium's plans to improve adult education programs. Professional development fosters learners' persistence and goal achievement. It serves to equip faculty and staff with the skills, knowledge, and tools needed to deliver high-quality instruction and support strategies. Significant and effective professional development is required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.

(3-Year Plan, Themes C and F) **Focus professional development opportunities based on student/staff input and outcome data.** Online communication with students has been a necessity due to the pandemic and has resulted in a new paradigm for instructors, office staff, and students. Member institutions have implemented technology training for students and have provided or facilitated LMS training for staff as needed. The WECC held a virtual PD event for teachers in the past year and staff were encouraged to participate in a variety of outside opportunities. The Consortium is considering forming a work group to advise on this topic.

(3-Year Plan, Theme C) **Support participation in local, regional, and state-wide professional development efforts.** In the past year, it has been necessary to seek out virtual PD opportunities offered by state agencies and professional associations, such as CAEP, CASAS, CALPRO, OTAN and CCAE. Consortium members have contributed to these efforts through presentations, sharing of best practices, and participation in networking events. The Consortium sets aside funds each year to support professional development at various levels and will continue to do so. The Consortium website has recently been updated and there are plans to produce a periodic newsletter.

Leveraging Resources

2021-22 Strategies

What new and/or existing strategies are planned to leverage existing regional structures with, including but not limited to, local workforce investment areas? **You must list at least one.**

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

(3-Year Plan, Theme B) **Continue to strengthen the relationship between Chaffey College and the adult schools** by collaborating to offer co-located classes and dual enrollment opportunities. Leverage staffing, facilities, expertise, and other resources to facilitate increased opportunities for students. Chaffey College is working with adult school members to ensure that counseling resources are accessible to all adult students. Member institutions are partnering with local employers to offer training programs and make employment opportunities available to students.

(3-Year Plan, Theme E) **Support and participate actively in regional efforts to create a qualified workforce and reduce unemployment** in the region. Work with regional WIOA I partners such as the WDB on MOU's and cross-training of personnel. Progress made recently includes a proposal for the WIOA II adult schools and AJCC to share personnel hours, and an online referral system is imminent. Members believe that this is a difficult area given the bureaucracies involved but agree that increased collaboration will result in better opportunities for students.

Fiscal Management

Narrative

Please provide a narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your CAEP 3-year plan.

In 2020-21, West End Corridor member institutions encountered the same difficulties as the rest of the adult education providers in the state due to the pandemic. Enrollment decreased by about 50%, despite the fact that most courses were converted to distance learning modalities when feasible. Students and staff required training on the technology and platforms that were implemented. Member institutions were forced to cut back on CTE offerings and did not pursue expansion in the past year. Outcomes suffered due to the difficulty of pre- and post-testing students and the inability of students to complete the hands-on components of many CTE programs.

The WECC Executive Committee examined needs for the coming year and allocated funds accordingly in the 2021-22 CFAD. COLA funds received after the CFAD submission were distributed proportionately among members via an allocation amendment. All fiscal decisions have been unanimously approved. The members opted to continue to function under the fiscal agent model and to maintain a separate account destined for consortium-wide expenses. This system has served the Consortium well, as it provides the financial flexibility necessary for support of pilot projects and resources that benefit all members. It also provides the means to allocate additional funds to members in times of budget uncertainty.

Consortium leadership meets regularly to review and approve fiscal matters, including any necessary revisions or amendments. Allocation decisions have always taken the following into account:

- Plan goals, regional gaps, and redundancies
- Regional demographic and labor market trends
- Community characteristics and needs
- Member strengths, limitations, and potential to leverage other resources
- Number of students to benefit
- Ability to offer highly flexible, low-cost programs.

ABE, ASE, and ESL: The Plan identifies a continuing need to maintain strong programs, and in some areas, expand to meet the need. Members anticipate that student retention will be a priority in the coming year, so funds are devoted to increased technology for students and staff, supplemental software, orientation programs, support services, and tutoring centers. Funds will be expended on resources that reduce student barriers, such as childcare and technology access/training.

CTE: Plan goals include the expansion of CTE offerings in sectors that are in demand in the region. Funds will support CTE programs that are established and have proved successful, such as computer skills, healthcare-related classes, HVAC, EMT, and others. New pilot programs planned for the year include plumbing, culinary entrepreneurship, and possibly aviation mechanics. The model of leveraging member resources by offering Chaffey College classes at an adult school facility has been successful and will be continued.

Transitions: Significant progress has been made in this area with the establishment of the Chaffey College dual enrollment partnership program (SB554.) The college offered increased opportunities for adult education students through online course offerings in a variety of areas during the pandemic.

More co-located classes will be instituted once conditions are favorable. Academic and career counseling resources have been enhanced at Chaffey Adult School with the completion of the Access Center, and other members are increasing counselor hours as feasible. The Assistant Director of Adult Education Pathways at Chaffey College works closely with Consortium member districts to make counseling resources available to adult school students. Collaboration continues between the WIOA I and II providers to facilitate training and employment opportunities for students.

Professional Development: Funds have always been set aside in the consortium-wide account to support the professional development needs of members and their staffs under the umbrella of Plan goals. A virtual networking session, “Student Retention & Motivation in the Virtual Classroom,” was held for Consortium teachers last spring. Feedback was positive and teachers wish to continue to connect with one another as a Consortium. Both teaching and classified staff were encouraged to take advantage of the many virtual PD and networking opportunities offered by state agencies and professional associations in the past year.

Data: Effective gathering and use of data is an ongoing concern for the Consortium leadership. Funds are allocated for student data systems (ASAP) and PD related to data gathering, reporting, and use. The Data Group continues to meet regularly to support one another and the Consortium in this area. The Consortium is in the process of contracting with WestEd to provide data support in conjunction with compiling the 2022 Three-Year Plan. Other pilot projects such as the electronic student ID system are financed by the Consortium.

Approach to Incorporating Remaining Carry-over Funds

Please describe your approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2021-22.

WECC member agencies have always met the 30-month timeline for spending CAEP funds. It is expected that there will be some carryover from year to year, especially from the past year. Expansion and pilot projects were put on hold and enrollment was down from previous years. Classes that were cancelled will now be reinstated and outreach efforts are being intensified to inform returning students and recruit new ones. Some carryover in the consortium-wide fund has already been allocated to members who have demonstrated the need. Members who have carryover also have plans to spend the funds in the coming year, either on restoring or increasing staffing, supplies/technology, or capital projects. The Access Center at Chaffey Adult School has been completed, and as a result, the previous carryover at CAS has been eliminated. Consortium leadership is not in favor of aggressive carryover limits because carryover is usually the result of planned program expansion or capital projects, both of which often continue into the next year due to hiring policies, facilities needs, or approval processes. These projects often span more than a one-year period due to their cost and complexity. At present, and in view of the economic uncertainty caused by the pandemic, the leadership group believes that a reasonable amount of carryover is fiscally responsible.

Data use continues to be an area of focus for the Consortium, so carryover funds may be used to expand existing data tools and resources, provide related professional development, enhance outreach, and

support transition/tracking efforts. Funds have been approved to contract with WestEd in 2021-22 for their expertise in data analysis in connection with the 2022 Three-Year Plan.