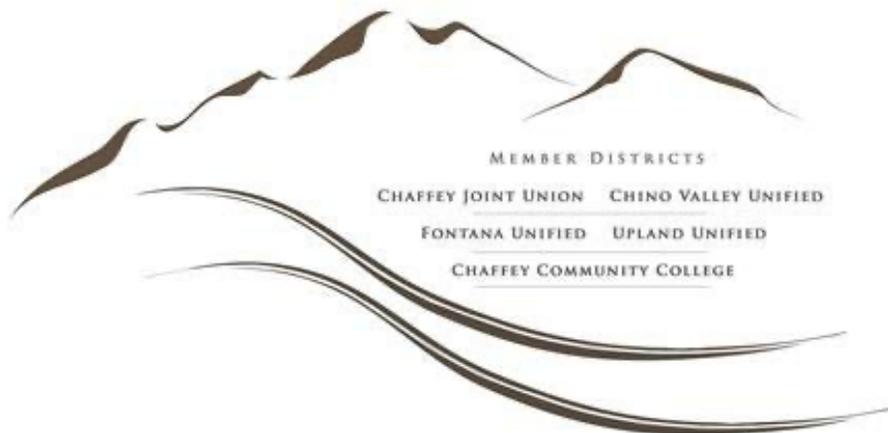


CAEP Three-Year Plan: 2022–25

08 West End Corridor/
Chaffey Regional AE Consortium

WEC WEST END CORRIDOR
CHAFFEY REGIONAL ADULT EDUCATION CONSORTIUM



Consortium Information

Consortium Name: 08 West End Corridor/Chaffey Regional AE Consortium

Consortium Short Name: 08 West End Corridor

Address: Chaffey Adult School | Ontario, CA | 91764

Website: www.westendcorridor.org

Funding Channel 2022–23: Fiscal Agent

CAEP Funds 2022–23: \$8,066,866

CAEP Funds 2021–22: \$7,658,660

CAEP Funds 2020–21: \$7,360,555

Consortium Contacts

Member Agency	Member Type	Email	Contact	Phone
Primary Contact	Todd Haag	todd_haag@cjuhsd.net	Principal	(909) 391-5365 ext: 2800
Primary Contact	Dana Galloway	dana.galloway@cjuhsd.net	Program Coordinator	(909) 391-5365
Fiscal Contact	Tammie Vaught	tammie.vaught@cjuhsd.net	Chief Fiscal Services Officer	(909) 988-8511

Member Agencies

Member Agency	Member Type	Contact	Phone
Chaffey CCD	District	Dr. Matthew Morin	(909) 952-6103
Chaffey Joint Union High	High School District	Chaffey Adult School Todd Haag	(909) 391-5365 ext: 2800
Chino Valley Unified	Unified School District	Carl Hampton	(909) 627-9613
Fontana Unified	Unified School District	Cynthia Gleason	(909) 357-5490
Upland Unified	Unified School District	Andrew Stager	(909) 702-7344

Executive Summary

The overall objective of the West End Corridor Consortium (WECC) is to provide as many individuals as possible with the education and training that will get them on a path to self-sufficiency and, ultimately, prosperity. WECC serves the western edge of San Bernardino County, a portion of the Inland Empire that includes the largely suburban communities of Ontario, Montclair, Upland, Chino, Rancho Cucamonga, and Fontana. The WECC consists of Chaffey College and the following four K–12 adult schools: Chaffey Adult (CAS), Chino Valley Adult (CVAS), Fontana Adult (FAS), and Upland Adult (UAS). Chaffey College is based in Rancho Cucamonga, with satellite campuses in Fontana and Chino. The Inland Empire is a growing economy based primarily on manufacturing, logistics/transportation/warehousing, hospitality, retail, health care, administrative, and service occupations. Due to a relatively rapid economic recovery in the region compared to other parts of the state and increasing population growth, the construction sector has gained significant importance within the past year.

In the Assessment, the WECC identified the primary needs of adults in the region as basic skills, secondary credentials, English language and literacy improvement, and career training. This is based on the data indicating large numbers of individuals without a high school diploma or equivalent, who need to improve English language and literacy skills, or who are unemployed or have low skill/low wage jobs. A living wage in the area is now estimated at \$16.75/hour. The cost of living in the Inland Empire, including home prices, continues to rise. With plentiful job openings, the WECC realizes the need to offer programs that are accessible to working individuals, as well as incorporate adequate support systems, create pathways, and facilitate transitions.

Metric Targets are based on the overall goal of serving at least as many students by 2024–25 as pre-pandemic (2019–20). Strategies to accomplish this include improved marketing/outreach efforts, program planning based on data, expansion efforts and filling identified gaps, and leveraging resources. Approximately 90% of students enrolled in WECC institutions are identified as Low Literacy; currently, the LaunchBoard definition includes all students enrolled in ABE, ASE, or ESL programs. Both improved English literacy and digital literacy are themes that will be found throughout this Plan.

Objectives are tied in with the AB 104 priority areas. Educational Needs will be met by identifying and addressing Gaps in Service and Leveraging Resources more effectively. This includes continuing efforts to improve the level of collaboration with WIOA I workforce partners in the region. Integration of Services & Transitions will be improved by re-examining and modifying or intensifying current strategies for facilitating Seamless Transitions and Acceleration of student progress. To improve Effectiveness of Services, the Consortium will

increase efforts to provide staff access to relevant and focused networking and Shared Professional Development opportunities.

Finally, the fiscal philosophy of the WECC executive committee is to allocate funds using a regional perspective. When a member has demonstrated need, funds have been allocated to the extent possible. Innovation is encouraged through the funding of pilot projects and activities or resources that will benefit all members. As in the past, future funding decisions will be based on the objectives described in the 3-Year Plan.

Assessment

Overview and Preparation

The West End Corridor Consortium undertook a variety of activities over the course of the 2021–22 program year in preparation for the creation of the 3-Year Plan. The research organization WestEd was contracted to assist primarily with both internal and external data gathering and analysis.

CAEP Consortium Program Self-Assessment Survey. Results were compared to the survey conducted for the 2019 3-Year Plan. Areas of growth, strength, and need were identified, discussed, and prioritized.

Regular planning meetings. The Plan has been an agenda item on all WECC Executive Committee meetings this year. Members were provided with the template and guidance document early in the process.

WestEd collaboration. WestEd was contracted to collaborate on the WECC Plan early in the program year. They conducted student surveys and staff and student focus groups, in addition to compiling and analyzing consortium and regional data. WestEd representatives attended most WECC executive meetings and conducted three separate planning sessions with member representatives.

Review of WIOA II CIP plans. These were gathered and examined to see how they could relate to and influence the 3-Year Plan. CIP goals were directly incorporated into the Plan where appropriate.

WECC Data Group. The group met regularly throughout the year to examine consortium-wide enrollment and outcome data. Efforts of this group were helpful in analyzing data to determine Plan metrics and targets.

Data sources include the following:

- LMI (Labor Market Intelligence) reports to identify the largest and fastest growing sectors in the regional economy
- U.S. Census data to determine regional education and training needs and to pinpoint who and where potential students are
- COE (Centers of Excellence) to locate educational opportunities and pathways for students into and through the community college system and beyond
- CAEP Fact Sheets as a “one stop” source of regional demographic and labor market data
- San Bernardino County WDB Meetings & Newsletter for ongoing updates on the evolving labor market situation in the county
- LaunchBoard for data on transitions to post-secondary programs for AE students
- TOPSpro Enterprise and CASAS tools such as the Data Portal for data on characteristics, progress, and success of AE students

Regional Alignment and Priorities

WECC Member Institutions collaborate with other public and private entities with the goal of improved coordination of regional services. A description of this collaboration follows:

WIOA II: The four adult schools produce a Continuous Improvement Plan (CIP) each year (see below in Part 4) and participate in the county WIOA I/II MOU with the San Bernardino County Workforce Development Board. They maintain communication, cross-train staff, and attend meetings. There are current efforts to share personnel and to develop an online, user-friendly referral system. Member institutions are pursuing inclusion in the EDD ETPL (Eligible Training Provider List.)

Chaffey College Adult Education Partnership program: Chaffey College initiated the legislation that resulted in SB 554 and has dedicated resources to ensure the success of the Dual Enrollment Program. The college created a position to support the work of the consortium in the areas of dual enrollment, co-located classes, and transitions to post-secondary. The

Assistant Director of Adult Education Pathways works at the programmatic level to create and monitor college enrollment opportunities for adult school students. Currently, co-located programs include CNA at FAS, and HVAC, EMT, and a construction trades program planned at CVAS.

Other college initiatives: The REACH Collaborative is focused on the systems, structures, and supports of non-degree credentials leading to associate degrees at community colleges to improve credential attainment and economic mobility for adult learners. Chaffey College is concentrating on the non-credit CNA certificate offered in conjunction with FAS. The Strong Workforce Program (SWP) benefits adult education students by linking skills and learning to microcredentials within career training pathways and employability skill information, as well as employment opportunities.

Local libraries: WECC has maintained communication with the library literacy coordinators through periodic meetings with the Program Coordinator. The group has identified some gaps in literacy services that can be filled by the libraries (and vice versa) as well as some new areas of collaboration, such as co-location of adult school or college classes at the libraries.

CAEP Consortia: WECC collaborates with other consortia in regional meetings and the Program Coordinator meets periodically with other San Bernardino County consortium directors. The directors regularly consult one another on county issues or CAEP reporting requirements. Meetings have been held with the WBD and COE (see below) in order to encourage a more regional, collaborative, and analytical approach to planning.

State leadership organizations: WECC members collaborate with CAEP, CDE, CALPRO, CASAS, OTAN, and professional associations such as CCAE, CAEAA, ACSA, and COABE. Consortium members collaborate with these organizations through attendance at and hosting regional meetings and webinars, participation in professional development events and institutes, presenting at conferences, and providing data or other input.

COE Centers of Excellence: The Program Coordinator participated in a regional meeting with other CAEP directors on how to improve the GIS map by including adult schools, in addition to high schools and colleges, in the career pathways system provided by the map. COE continues to work with the SBCSS (below) to improve the database by providing the most up-to-date information for users.

San Bernardino County Superintendent of Schools: Cindy Prentice, ROP/CTE Program Manager, has attended WECC executive committee meetings for several years. She provides

valuable input on county initiatives such as the COE project and resources that her office can provide to support the WECC Plan.

Local member or district initiatives: FAS forms part of the Adult Education Perkins consortium and collaborates with the SBC-ROP office (see above.) CAS is included in the TCELL (Technology-Career-Employment-Life-Learning Skills) project as part of a district-wide CJUHSD initiative.

Evaluate the Educational Needs of Adults in the Region

Recent 2020 census data indicate that in the WECC region, approximately 108,000 individuals over 18 do not have a high school diploma or its equivalent, 78,000 have limited English skills, and 116,000 are living near or below the poverty level.

Serving about 10,000 students per year, the Consortium member institutions are not reaching a large percentage of those who need services in the region. Roughly under 5% of individuals who need a high school diploma or equivalent, need to improve their English skills or need training to get a job or a better job are enrolling in WECC schools. There are many reasons for this that are not within WECC's control, but the Consortium has identified potential areas of improvement described in this Plan.

Data used to determine regional needs include:

- Indicators of need (census) vs. individuals actually served by the consortium
- Employment data in the region and labor market projections
- WIOA II/CAEP Employment & Earnings survey
- TOPSpro reports on demographics of the student population
- TOPSpro reports on progress and outcomes: CAEP Summary (outcomes) and DIR
- Student surveys; student and staff focus group data (quantitative and qualitative data)
- Local agency data on program effectiveness; student feedback re: likes, dislikes, needs
- Career Cruising is used locally to identify career interests and aptitudes early on; the platform is “portable” for the student and is financed by the Consortium

WECC will prioritize programming that improves access and success for underserved populations and working adults. It will support increased outreach efforts and strategies to provide better access to student support services. There will be a continued emphasis on basic skills, secondary credentials, English language and literacy improvement, and digital literacy. Members will explore opportunities and leverage resources to offer expanded CTE programs based on regional labor market needs. The college Dual Enrollment program, career/educational planning, and transitions will remain areas of priority. WECC will support and facilitate professional development opportunities that improve the effectiveness of teachers and other staff across program areas.

Contributions by Entities

Dr. Matthew Morin, Chaffey College (Co-Chair)

Todd Haag, Chaffey Joint Union HSD (Co-Chair and Fiscal Manager) (CAS)

Cynthia Gleason, Fontana Unified School District (FAS)

Carl Hampton, Chino Valley Unified School District (CVAS)

Dr. Andrew Stager, Upland Unified School District (UAS)

All members contributed to Consortium Program Self-Assessment Survey; facilitation of student surveys, faculty focus groups, and student focus groups; input regarding the Plan at regular executive committee meetings; collaboration with WestEd in providing program data; participation in planning meetings as a group; and participation in individual meetings with the Program Coordinator. WIOA II members (all adult schools) provided documents such as CIP (Continuous Improvement Plan) and IELCE plans.

Other contributors include:

- **Dana Galloway, Program Coordinator:** Ms. Galloway attended numerous CAEP, CDE, CASAS, and WestEd webinars regarding the new 3-Year Plan template, data analysis, and goal setting. She met periodically with the other San Bernardino County CAEP consortia directors in order to enhance regional coordination through understanding trends and initiatives related to CAEP objectives. She has worked with the Data Group and on her own to compile and interpret consortium data that has been incorporated into the Plan targets. She has met regularly with the WestEd team to facilitate surveys and meetings and gather the information and data needed to complete the Plan.
- **Laura Alvarado, Asst. Director of Adult Education at Chaffey College:** Ms. Alvarado attends WECC executive committee meetings and has participated in the same activities as the member representatives above. She also works closely with the Program Coordinator to provide and interpret data pertaining to transitions and the college dual enrollment program.
- **WestEd:** WestEd was contracted to work with the Consortium on the 3-Year Plan, primarily in the areas of quantitative and qualitative data gathering and interpretation of regional demographic and labor market data sources.
- **WECC Data Group:** The Data Group met quarterly this year to discuss concerns related to improved data collection, accuracy, and interpretation. One of its ongoing objectives is to support the member representatives by providing clear, actionable data to aid in the completion of the 3-Year Plan.

Regional Service Providers

For each Member Agency service provider, enter the number of Participants in each program area.

Provider Name	Provider Type	Number of Participants in Program Area									Total Participants
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship	
*Chaffey CCD	Member Representative	0	0	197	0	132	0	225	0	0	
*Chaffey Joint Union High	Member Representative	218	1,204	1,590	917	8	25	411	5	43	
*Chino Valley Unified	Member Representative	40	208	1,583	960	0	0	49	49	0	
*Fontana Unified	Member Representative	308	697	1,403	614	0	0	166	218	0	
*Upland Unified	Member Representative	0	15	116	0	0	0	0	0	0	
Total Participants		566	2,124	4,889	2,491	140	25	851	272	43	11,401

* Member Agency required to input number of Participants

For each service provider added, check the box in the program areas where services are provided.

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EI Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Baldy View ROP	Other							✓		
San Joaquin Valley College	Industry							✓		
UTI	Industry							✓		
American Career College	Other		✓					✓		
Career Institute	Business							✓		
Platt College	Other							✓		
San Bernardino County Library	Other	✓	✓	✓						
Upland Library	Other	✓	✓	✓						
Ontario Library	Other	✓	✓	✓						
Rancho Cucamonga Library	Other	✓	✓	✓						
San Bernardino County Workforce Development	Workforce Development Board								✓	
Goodwill Southern California	Community Organization					✓		✓	✓	
The Salvation Army	Community Organization							✓	✓	
MITA Masonry Industry Training Association	Industry									✓
CA Department of Rehabilitation	Community Organization					✓			✓	
Deseret Industries	Community Organization					✓			✓	
Carpenters Local 909	Industry									✓
Chaffey College InTech Center	Other							✓	✓	✓
West Valley America’s Job Center of California	Workforce Development Board								✓	
InterpreterEd.com	Business							✓		

Evaluate the Current Levels and Types of Education and Workforce Services for Adults in the Region

Per the table provided, there are some private for-profit educational providers in the WECC region, mostly in the area of CTE. Some of these offer limited HSE preparation, especially if the certification offered requires it (notably, healthcare certificates). Some non-profit community organizations offer very limited job training or workforce re-entry services. The public libraries

offer one-on-one literacy and HSE preparation, and sometimes ESL classes if they have a grant. The county WIOA I workforce system offers job training through the Career Institute and other providers on the ETPL (Eligible Training Provider List).

All WECC adult schools are WIOA II grantees. CAS, FAS, and CVAS all have large, strong ESL programs, including citizenship preparation. UAS recently became a WIOA II agency and is rebuilding its ESL/citizenship program. CAS and FAS both offer IELCE programs. As a result of pre-pandemic articulation meetings with WECC adult schools, Chaffey College recently converted many of its ESL offerings to non-credit, and the online format has seen growth in enrollment this year.

ABE/ASE: There are dedicated ABE programs at CAS and FAS; at CVAS and UAS these students are using the same online program as ASE although tutoring is available. CAS offers a large HSD/HSE program with a variety of schedules and modalities; other schools use a predominately online format and students are encouraged to meet with teachers in person.

K–12 School Success and AWD are offered at CAS only. These are small but popular programs. AWD is also offered at Chaffey College through Deseret Industries.

There are fairly large and varied CTE programs at CAS and FAS that change depending on demand. Chaffey College has partnered with the adult schools to offer the following: CNA at FAS and HVAC and EMT at CVAS. A new facility is under construction at CVAS where the college will offer a construction trades program beginning in 2023. Chaffey College and UAS are currently discussing future collaboration in the area of CTE.

Pre-apprenticeship is offered in conjunction with the Masonry Industry Training Association (MITA) at CAS. Pre-apprenticeship opportunities are also planned for the construction trades program through Chaffey College on the CVAS campus.

Chaffey College works with WECC adult schools to offer a large variety of classes under the Dual Enrollment program (SB 554) with additional supports for AE students.

Metrics: CAEP Barriers & Metrics

✓ Student Barriers

Adult Metrics

- Low Literacy (AE 311 - Overall)

✗ **Progress:** Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

✗ **Transition:** Learn about student transition into postsecondary education and college credit pathways.

✗ **Success:** Information on completion of diplomas, certificates, and college credit awards.

✗ **Employment and Earnings:** Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019–20 Actuals	2020–21 Actuals	2021–22 Actuals	2022–23 Target	2023–24 Target	2024–25 Target
All	*Number of Adults Served (AE 200 - Overall)	9,689	6,124		8,096	8,905	9,795
Student Barriers	Low Literacy (AE 311 - Overall)	218	1,204		7,286	8,014	8,815

Member Level Metric Targets

* Mandatory for all consortia

Chaffey CCD (Reported by Chaffey District)

Metric Set	Metric	2019–20 Actuals	2020–21 Actuals	2021–22 Actuals	2022–23 Target	2023–24 Target	2024–25 Target
All	*Number of Adults Served (AE 202 - Overall)	597	586		703	773	850

Chaffey Joint Union High (Reported by Chaffey JUHSD - Chaffey Adult School)

Metric Set	Metric	2019–20 Actuals	2020–21 Actuals	2021–22 Actuals	2022–23 Target	2023–24 Target	2024–25 Target
All	*Number of Adults Served (AE 202 - Overall)	2,745	1,528		2,300	2,500	2,800

Chino Valley Unified [Reported by Chino Valley Unified School District (CVUSD)]

Metric Set	Metric	2019–20 Actuals	2020–21 Actuals	2021–22 Actuals	2022–23 Target	2023–24 Target	2024–25 Target
All	*Number of Adults Served (AE 202 - Overall)	1,769	941		1,400	1,600	1,800

Fontana Unified [Reported by Fontana Unified School District (FUSD)]

Metric Set	Metric	2019–20 Actuals	2020–21 Actuals	2021–22 Actuals	2022–23 Target	2023–24 Target	2024–25 Target
All	*Number of Adults Served (AE 202 - Overall)	2,004	1,157		1,569	2,011	2,500

Upland Unified [Reported by Upland Unified School District (UUSD)]

Metric Set	Metric	2019–20 Actuals	2020–21 Actuals	2021–22 Actuals	2022–23 Target	2023–24 Target	2024–25 Target
All	*Number of Adults Served (AE 202 - Overall)	131	88		100	150	200

Member Spending Targets

Member	Percent of 2019–20 Available Funds Spent	Percent of 2020–21 Available Funds Spent	Percent of 2021–22 Available Funds Spent	2022–23 Target	2023–24 Target	2024–25 Target
Chaffey CCD	100%	100%	8%	60%	60%	60%
Chaffey Joint Union High	100%	100%	11%	60%	60%	60%
Chino Valley Unified	100%	57%	0%	60%	60%	60%
Fontana Unified	100%	100%	18%	60%	60%	60%
Upland Unified	100%	100%	0%	60%	60%	60%

Objectives

Address Educational Needs

The WECC will continue to work together to identify and develop approaches to address regional gaps in service and leverage resources across member agencies and partners.

Gaps in Service

Activities to address gaps in service include the following, in addition to those identified in Activities & Outcomes:

- Facilitate Data Team and conduct quarterly reviews of DIRs
- Conduct quarterly reviews of fiscal reporting data from NOVA
- Continue to provide and expand services in all allowable CAEP programs as needs dictate and resources are available
- Continue to hold regular board meetings to discuss emergent issues, evaluate progress and performance, and share best and promising practices
- Participate in Regional WIOA/ACSA Adult Education leadership meetings and other ongoing collaboration efforts
- Continue to provide online/hybrid learning options

Leveraging Resources

In addition to items identified in Activities & Outcomes, WECC agencies will pursue the following activities designed to better leverage resources available across the region, including those provided by partner agencies:

- Continue to provide SB554 dual-enrollment opportunities
- Expand opportunities for internship/apprenticeship programs
- Closer connection with regional workforce partners (AJCC)
- Continue to hold regular board meetings to discuss emergent issues, evaluate progress and performance, and share best and promising practices

Improve Integration of Services & Transitions

The WECC collaborates across member agencies and partners to facilitate and accelerate student progress toward academic and professional goals.

Seamless Transitions

In addition to those identified in Activities & Outcomes, activities to facilitate and expedite transition into postsecondary or the workforce include the following:

- Facilitate Data Team and conduct quarterly reviews of DIRs
- Continue to conduct data match between AE and CC, tracking progress and success of students transitioning from AE into CC
- Provide wraparound supports and referrals
- Offer bilingual counseling services as appropriate/feasible

Student Acceleration

- Provide IET & IELCE programming
- Continue to support SB554 dual enrollment

Improve Effectiveness of Services

The WECC strives to improve student outcomes through informed examination of data, relevant professional development opportunities, and internal and external collaboration.

Shared Professional Development

In addition to those activities identified in Activities & Outcomes, the WECC will conduct the following:

- Facilitate Data Team and conduct quarterly reviews of DIRs
- Conduct quarterly reviews of fiscal reporting data from NOVA
- Continue to hold regular board meetings to discuss emergent issues, evaluate progress and performance, and share best and promising practices
- Participate in Regional WIOA/ACSA Adult Education leadership meetings and other ongoing collaboration efforts
- Participate in CAEP events
- Participate in annual CASAS training institute

Activities & Outcomes

Establish or expand off-site programming

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity

Explore community locations where HSD/HSE, ESL, and CTE classes could be held, in addition to what is already offered by WECC members

Short-Term Outcomes (12 Months)

Students have increased access to learning opportunities; students enroll in satellite classes

Intermediate Outcomes (1–3 Years)

More students complete secondary credentials, ESL levels, or CTE skills and certificates

Long-Term Outcomes (3–5 Years)

Students gain greater social and economic mobility

Proposed Completion Date

06/20/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

- Andrew Stager
- Carl Hampton
- Cynthia Gleason
- Matthew Morin
- Todd Haag

Improve marketing/outreach

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity

Intensify recruitment efforts region-wide

Short-Term Outcomes (12 Months)

Prospective students are more knowledgeable of AE programs region-wide

Intermediate Outcomes (1–3 Years)

Increases in the number of students enrolling in CAEP programs, including those from underserved communities; student populations are more diverse; more students from underserved communities develop life/workforce skills and earn GEDs, diplomas, or industry-valued certificates

Long-Term Outcomes (3–5 Years)

Students have greater social and economic mobility; pipelines into CAEP programs are established in communities previously underserved

Proposed Completion Date

06/20/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

- Andrew Stager
- Carl Hampton
- Cynthia Gleason
- Matthew Morin
- Todd Haag

Expand ESL/Literacy programming

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity

Expand and implement conversational English, VESL/Integrated ESL, and literacy-building skills across programs

Short-Term Outcomes (12 Months)

ABE/ASE/ESL students participate in ELL & Literacy activities; students become more fluent in written and spoken English

Intermediate Outcomes (1–3 Years)

More students successfully transition from ESL to ASE/College ESL/College English

Long-Term Outcomes (3–5 Years)

Students are better prepared to succeed in college and the workforce

Proposed Completion Date

06/20/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

- Andrew Stager
- Carl Hampton
- Cynthia Gleason
- Matthew Morin
- Todd Haag

Emphasize digital literacy skills

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity

Provide embedded or stand-alone training in digital literacy, particularly among ESL populations

Short-Term Outcomes (12 Months)

Students participate in orientations, workshops, or IELCE with embedded DL; students become more knowledgeable of how to utilize technology for school and work

Intermediate Outcomes (1–3 Years)

Increases in the number of students with improved digital literacy skills

Long-Term Outcomes (3–5 Years)

Students are equipped to use technology to advance their personal and professional goals

Proposed Completion Date

06/20/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

- Andrew Stager
- Carl Hampton
- Cynthia Gleason
- Matthew Morin
- Todd Haag

Co-located career-focused training and education

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity

Continue to expand co-located Chaffey College classes on adult school campuses

Short-Term Outcomes (12 Months)

Increased access to in-demand career training and upskilling opportunities; students enroll in CTE and pre-apprenticeship programs

Intermediate Outcomes (1–3 Years)

Increases in the number of students receiving career training; increases in the number of students transitioning into postsecondary, pre-apprenticeship, or apprenticeships; more students complete training programs and earn credentials

Long-Term Outcomes (3–5 Years)

Students enter the workforce with demonstrable skills and industry-valued certifications

Proposed Completion Date

06/20/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

- Andrew Stager
- Carl Hampton
- Cynthia Gleason
- Matthew Morin
- Todd Haag

Improve access to support services

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity

Increased presence of AJCC resources and referral processes to local and regional support services

Short-Term Outcomes (12 Months)

Increased awareness of regional supports and providers; students / prospective students use services

Intermediate Outcomes (1–3 Years)

Increases in referrals, enrollments, transitions, retention, and success

Long-Term Outcomes (3–5 Years)

Students face fewer barriers to academic and professional goals; education and training pathways are more cohesive and unified

Proposed Completion Date

06/20/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

- Andrew Stager
- Carl Hampton
- Cynthia Gleason
- Matthew Morin
- Todd Haag

Improved member communication/coordination

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity

Improve communication and knowledge-sharing consortium-wide regarding programs and resources at each agency

Short-Term Outcomes (12 Months)

Faculty/staff are more knowledgeable of programs within WECC and regionally; students are referred to schools and services according to student need/interest

Intermediate Outcomes (1–3 Years)

Increases in referrals, enrollment and transitions between agencies

Long-Term Outcomes (3–5 Years)

Education and training pathways are more cohesive and unified; students complete programs faster

Proposed Completion Date

06/20/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

- Andrew Stager
- Carl Hampton
- Cynthia Gleason
- Matthew Morin
- Todd Haag

Intensify career/transition planning

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity

Support career and transition planning for all students, including process for developing individualized career/education plans; collect student goals and incorporate goal-setting into the curriculum

Short-Term Outcomes (12 Months)

Students are exposed to career training opportunities available; career/transition/education plans are developed for all students regardless of program area

Intermediate Outcomes (1–3 Years)

Increased transitions from ABE/ASE/ESL into CTE, post-secondary, and workforce

Long-Term Outcomes (3–5 Years)

Students make more informed decisions about their future plans; students finish faster and are better prepared for the workplace

Proposed Completion Date

06/20/2025

Adult Ed Metrics and Student Barriers

All: Adults who Became Participants (AE 202 - Overall)

All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

- Andrew Stager
- Carl Hampton
- Cynthia Gleason
- Matthew Morin
- Todd Haag

Support professional development opportunities

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity

Continue to support and expand consortium-related professional development activities, including by program area

Short-Term Outcomes (12 Months)

Faculty/staff participate in PD events; faculty/staff are more knowledgeable of programs and services region-wide, develop relationships across agencies

Intermediate Outcomes (1–3 Years)

Increased coordination and collaboration among faculty/ staff; staff/faculty are more engaged and apply lessons relevant to their spheres of influence

Long-Term Outcomes (3–5 Years)

Faculty/staff are more effective and reflect best practices region-wide

Proposed Completion Date

06/20/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

- Andrew Stager
- Carl Hampton
- Cynthia Gleason
- Matthew Morin
- Todd Haag

Programming to ensure access and success

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity

Engagement and outreach designed to ensure students feel welcome and can succeed, including strategies to increase access and equity; efforts to streamline registration, application and onboarding processes

Short-Term Outcomes (12 Months)

Students have greater access to enrollment opportunities

Intermediate Outcomes (1–3 Years)

More students are able to enroll and benefit from AE programs; increases in the number of students enrolled and succeeding in ESL/IELCE programs

Long-Term Outcomes (3–5 Years)

Increased access and equity of outcomes

Proposed Completion Date

06/20/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)
- Student Barriers: Low Literacy (AE 311 - Overall)

Responsible person(s)

- Andrew Stager
- Carl Hampton
- Cynthia Gleason
- Matthew Morin
- Todd Haag

Pursue “Student Transition/Acceleration” group

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity

Continue to maintain and grow student transitions to postsecondary by leveraging SB 554 AE dual enrollment; hold regular meetings of the “Student Transition and Acceleration” group composed of counselors and other staff who work directly with students in this area

Short-Term Outcomes (12 Months)

Faculty/staff are more aware of programs and ways to accelerate student transitions;

Intermediate Outcomes (1–3 Years)

Staff / faculty design and implement strategies to facilitate transitions; more students participate in dual enrollment opportunities and transition into postsecondary or the workforce more quickly

Long-Term Outcomes (3–5 Years)

Students achieve their personal and professional goals in less time

Proposed Completion Date

06/20/2025

Adult Ed Metrics and Student Barriers

- All: Adults who Became Participants (AE 202 - Overall)
- All: Number of Adults Served (AE 200 - Overall)

Responsible person(s)

- Andrew Stager
- Carl Hampton
- Cynthia Gleason
- Matthew Morin
- Todd Haag

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Chaffey CCD	\$859,760	Certified
Chaffey Joint Union High	\$4,680,387	Certified
Chino Valley Unified	\$1,947,645	Certified
Fontana Unified	\$2,856,159	Certified
Upland Unified	\$465,695	Certified
Totals	\$10,809,646	5/6 Certified

Funds Evaluation

Funds will be allocated according to the 3-Year Plan and subsequent Annual Plans under the provisions of the law and guidance from CAEP. Members in good standing will receive at least as much funding as they did the previous year barring any overall reduction in state funding or the inability of the member to provide services as specified in Ca. EC 84914.

Other sources of funding include WIOA II grants at the adult schools, CALWORKS, Perkins, in-kind resources, fees, donations, LCAP, PPE support for COVID, and additional federal funds for COVID remediation. Local needs will be taken into account, such as labor market projections and changing demographic data. Efforts will continue to be made to ensure that all regions and populations are served, with attention to those that are underserved and underrepresented. Basic literacy, ASE and ESL programs will continue to be funded with high priority. Blended, integrated, accelerated, and pathway programs are in increasing demand. The current job market is providing jobs to individuals who may otherwise have made the choice to return to school. Members must offer programs that are accessible to working students. This may require an investment in technology for schools and students, and additional facilities, staff or training.

CTE is an area of continuing evolution for the Consortium. There are opportunities for growth and collaboration available at all the adult schools. Chaffey College works closely with the adult schools to offer co-located classes in response to labor market needs. WECC leadership

supports the allocation of funds that will result in increased employment training opportunities for students in the region.

The consortium-wide fund serves as a useful tool to finance projects that benefit all members. This fund will continue to receive its own allocation under CJUHSD as the fiscal agent. Projects and resources that have been funded in the past include the Program Coordinator, professional development, assistance with data and planning (WestEd,) career assessment software, student data software, and outreach/marketing campaigns. This fund also allows the group the flexibility to finance pilot projects proposed by members that fall within Plan goals.

Certification

Chaffey CCD – Member Representative

Dr. Matthew Morin

Director of Adult Education and High School Partnerships

matthew.morin@chaffey.edu

(909) 952-6103

Approved by Dr. Matthew Morin

05/25/2022 04:55 PM PDT

Chaffey Joint Union High – Member Representative

Chaffey Adult School Todd Haag

Principal

todd_haag@cjuhsd.net

(909) 391-5365 ext: 2800

Approved by Chaffey Adult School Todd Haag

05/26/2022 01:59 PM PDT

Chino Valley Unified – Member Representative

Carl Hampton

carl_hampton@chino.k12.ca.us

(909) 627-9613

Approved by Carl Hampton

05/26/2022 02:16 PM PDT

Fontana Unified – Member Representative

Cynthia Gleason

Principal, Adult Education

cynthia.gleason@fusd.net

(909) 357-5490

Approved by Cynthia Gleason

05/25/2022 04:00 PM PDT

Upland Unified – Member Representative

Andrew Stager

Coordinator of Adult Ed and CTE

andrew_stager@upland.k12.ca.us

(909) 702-7344

Approved by Andrew Stager

05/25/2022 04:55 PM PDT

Appendix

- Quantitative Survey Findings
- Open-Response Qualitative Survey Findings
- WECC Faculty and Staff Focus Groups: Key Findings, Themes, and Considerations
- WECC Focus Groups Key Takeaways
- 3-Year Plan Section 2: Assessment

Open-Response / Qualitative Survey Findings

Background

Survey respondents answered nine questions designed to capture open-ended, qualitative information about students' program and course experiences at their schools. Members of the WestEd project team reviewed, analyzed, and organized each question, looking for themes in the aggregate. The list below provides a high-level overview of findings for each of those questions. It also provides salient takeaways, frequency tables, and illustrative quotations where relevant.

What CTE program are you enrolled in? (Q14)

Approximately 7% of the total number of student respondents answered this open-ended question (82 students of 1,225 including one doubly enrolled). The question was primarily meant to be answered by CTE students, rather than ABE/ASE or ESL, the latter two groups which represent the majority of survey respondents. An additional 59 responses indicated enrollment in CTE programs within the "Other" category.

Approximately 40% of these responses indicated enrollment in an **office, computer, business, or data entry program**. This was followed by approximately 18% of students in an **instructional assistant or paraprofessional program**. Both **carpentry** and **translation/ interpretation** came in at 7% of respondents' enrollment with 10 responses each.

How would you describe the quality of the classes you take at your school? (Q18)

Approximately 85% (1,038 respondents of 1,225) of the total number of student respondents answered this question. Of the 1,038 respondents who answered the question, 908 (approximately 87%) expressed satisfaction with the quality of their classes. These respondents were enthusiastic for their courses, particularly noting that **teachers were engaged** and ensured that the **content was**

interesting and engaging, even when students found the content challenging. Some students said that teachers helped them meet their learning goals, were “very dedicated to teaching,” were invested in helping them learn English, and were “patient” and “helpful.”

Multiple respondents stated **how helpful it was that classes were held in English**, resulting in “an interesting challenge.” One student, who had previously attended courses elsewhere, stated loving the program and believing that he/she could achieve goals there. Another respondent stated that “it’s fun to be surrounded with other adults that want to further their education like myself.”

Many respondents used one or two descriptors to describe quality, as charted in Table 1.

Table 1. Single Descriptors for Student Courses (n=1,164)

Response	Count	Answers (%)
Interesting	546	46.9%
Challenging	248	21.3%
Engaging/Entertaining/Fun	147	12.6%
Good	107	9.2%
Helpful/Useful	63	5.4%
Excellent	43	3.7%
Great	10	0.86%
Total	1,164	100%

If you answered yes that your classes are helping you to meet your goals, can you explain why? (Q20)

Student survey respondents were first asked their opinions as to whether classes at their schools were helping to meet their goals (Q19 in the quantitative analysis). A total of 1,072 of 1,106 respondents (or 97%) answered with a “yes” response. A total of 34 of 1,106 (or 3%) responded “no.”

When asked to explain “yes” responses (Q20), 957 of 1,072 (or 89%) offered an explanation. Of these, some answered a **how** question: in what ways are the classes helping you meet your goals—that is, *what is it about the classes that is helping?* Others understood the question as asking them to specify the goal(s) that the classes are helping them meet. The following findings organize these responses (n=957) by program area.

English as a Second Language

382 out of 957 students (40%) said that the **classes were meeting their goal of learning/improving English**. This can be broken down into specific goals, with some duplication (e.g., about 14% of these respondents included more than one category, such as learning to speak and write in English, in their answer). While close to 9% did not provide details for their answer, themes did arise in the remaining answers. The top three themes included:

- 178 students (18.6%) said their goal or the class was helping them to communicate better (e.g., speaking, listening) or use English in their lives generally (e.g., order food, shop, make doctor appointment).
- 51 students (5.3%) said their goal was or the class was helping them to improve their reading and writing skills.
- 25 students (2.6%) said their goal was or the class was helping them to improve their English to communicate with co-workers or get a better job.

Adult Basic / Adult Secondary Education

87 out of the 957 students (9%) listed specific ABE/ASE goals. Many ABE/ASE students who answered this question indicated that **classes were helping them earn an academic credential** – either a high school diploma or their GED.

- 45 students (4.7%) said the classes were helping them earn a high school diploma.
- 15 students (1.6%) said the classes were helping them understand/learn math.
- 27 students (2.8%) said the classes were helping them earn their GED.

Short-Term Career and Technical Education

For CTE students, approximately 13% (or 121 of 957) said that the classes were helping them meet their goals because they were **learning job training/career/skills**.

Among the students who answered the question as to **how courses are helping** them, approximately 17% (or 162 students of 957) said that the classes were helping them meet their goals because of the excellent teachers and staff. Some students noted the technology or online aspect of the courses as helping them meet their goals.

If you answered, no, that your classes are not helping you to meet your goals, can you explain why? (Q21)

Around 2% of total survey respondents (24 of 1,225) answered and provided an explanation for why classes were not meeting their goals. Of the 24 respondents, 29% (or 7 people) responded that **their class is not focusing on what they want** (i.e., typing speed, listening comprehension) or that **there is not a class offering that they want** (i.e., business).

- 12.5% (3 respondents) said that their class is focused on topics/skills irrelevant to their goals.
- Another 12.5% said that there is not enough time in class to practice and learn.
- Two other common answers: the class is too hard, and they don't have enough time in their life to meet their goals each got 2 responses (or 8.3% each).

Are there classes you wished the school offered? (Q23)

Approximately 73% of the total number of student respondents (or 900 respondents of 1,225) answered this question, from which 365 categories of suggestions were identified. A large percentage of answers that were either “yes” or “no” responses (30% and 32% respectively) without further suggestions were eliminated from the analysis.

Table 2 indicates categories of answers with 10 counts or more each (with some categories excluded if not relevant). The top three are related to **conversation**, **computers**, and **English/ESL (includes composition)**.

Table 2: Student Course Wish-List Items (n=365)

Class suggestion	Count	Answers (%)
Conversation	44	12.1%
Computer	37	10.1%
English/ESL (includes composition)	35	9.6%
Singleton suggestions	26	7.1%
English/ESL not composition	25	6.8%
CTE/trades	21	5.8%
Allied health	17	4.7%
Culinary	16	4.4%
Art	14	3.8%

If you can, please provide an example of how your school’s student support services have been the most helpful to you. (Q25)

Approximately 52% of the total number of student respondents answered this question (635 out of 1,225). Of those respondents, close to 29% responded with a “no,” “N/A,” “I don’t need,” or “I wish I knew more,” without providing additional details or examples. The students who wished they knew more about services (3.5% or 22 respondents) expressed having a lack of awareness or information from schools about services. Illustrative quotes include:

- “I don’t know what support services my school offers, but I am interested in case they are.
- “Not aware of any. Would like information.”

- “This is my 1st time attending this school and I don't really know what kind of support services are offered. I haven't seemed out any services and I have not been personally told about any services. If they are listed on the website I have not looked for them.”

Around 29% of respondents (187 people) commented on what they're learning or doing in class (e.g., “I'm learning English) rather than comment on services. Approximately 21% (131 respondents) indicated using services and provided examples, as shown in Table 3 below.

Table 3. Specific Examples of Support Services Offered

Support Services	Count	Respondents (%)	% Responded with specific support services (131 as denominator)
Career help/job search	33	5.2	25.2%
Advising/guidance counseling	26	4.1	19.8%
Instructional assistants (in class)	20	3.2	15.3%
Books/computers/materials	16	2.5	12.2%
Tutoring	14	2.2	10.7%
Communication	9	1.4	6.9%
Free classes	6	1	4.6%
Childcare	5	0.8	3.8%
Transportation	2	0.3	1.5%
Total	131	20.8	100%

Finally, around 7% (or 46 respondents) received help and provided a general idea of those services such as “always there to assist” or “encourage.” Illustrative quotes include:

- “I get the classes for free, a good instructor, convenient schedule, security guard in the parking lot when we leave and is dark, and a safe environment.”
- “Pharmacy offered solid assistance with employment transitioning.”
- “They actually provide help when needed and when notice of struggling.”
- “The class assistant helped me understand the teacher who only speaks in English.”

If you answered yes that your school has been able to help you address challenges or obstacles, can you explain how? (Q28)

Student survey respondents were first asked their opinions as to whether their schools have been able to help address challenges or obstacles towards meeting education or career goals (Q27 in the

quantitative analysis). A total of 440 respondents of 1,225 (36%) answered that question. Of those, 253 respondents (around 58%) said “yes” and 187 (about 43%) said “no.”

When asked to explain “yes” responses (Q28), 182 of 440 (approximately 41%) offered an answer. Some respondents wrote more than one suggestion for a total count of 218 responses. In addition, close to 14% of those (or 30 responses) were singleton answers that could not be categorized, mainly because they were not relevant or interpretable.

The top responses to this question referred to **teachers** (around 12% or 27 of 218) and **flexible schedules** (approximately 11% or 23 of 218) helping to address challenges. About another 11% noted school has helped **with learning English**.

Smaller percentages of students noted support services such as access to books and materials, free or low-cost schooling, childcare, career assistance, etc. Some childcare responses reflect ongoing difficulties accessing education despite support received. Examples include:

- “I do not get penalized for not attending if I do not have child care”
- “I was given the opportunity to attend my class online because I do not have anyone I can count on for child care.”
- “[T]he school has helped me attend class while at home when i couldnt find a baby sitter.”
- “The school makes the classes available free. But we have difficulty with child care being too expensive or not having one to attend school.”
- “They have child care and if I can't make it to class I can do it on line”

One way to address these challenges is to offer childcare onsite, thus possibly opening the opportunity to access education for more people.

If you answered no, your school has not been able to help you address challenges or obstacles, can you explain how? (Q29)

Approximately 8% of the total number of student respondents answered this question (101 out of 1,225). However, some provided multiple elements to their answers, which when separated totaled 106 responses. Most responses (approximately 41% or 43 of 106) mentioned specific help students need but do not feel they receive. In all, the main responses included (n=106):

- 13.2% (14 responses) mentioned **childcare**.
- 9.4% (10 responses) mentioned **scheduling challenges**.
- 8.5% (9 responses) mentioned more **online** courses.
- 5.7% (6 responses) mentioned needing help with **transportation**.
- 3.8% (4 responses) mentioned needing **books and materials**.

Other responses included students **had not asked schools for help with obstacles** (approximately 8%) or **doubting that their school could help overcome obstacles** (approximately 6%). Although under 5% each, some students reported **negative experiences** when they tried to ask the school for help or

reported that **issues had not been resolved**. Approximately 6% also **requested class content** such as more grammar, pronunciation, computers, or less homework.

Do you have any other suggestions that you feel would help you succeed at school? (Q31)

Close to half of the total number of student respondents answered this question (600 of 1,225 or 49%), with some offering multiple suggestions for a total of 612 responses. However, approximately 69% of these (or 420 of the 612) did not have a response, did not know, or did not provide an answer.

Other answers fell within two overarching categories: **suggestions around courses** and **suggestions around student supports**. Table 4. provides suggested classes offered to help students succeed.

Table 4. Suggested Classes to Help Students Succeed (n=612)

Class Suggestions	Count	Answers (%)
Online classes	13	2.1%
Singleton suggestions for classes	12	2%
Conversation classes	11	1.8%
Computer classes	6	1%
Morning/day classes	6	1%
"More" classes (unspecified)	4	0.7%
Trades/vocational/hands-on classes (unspecified)	4	0.7%
Reading and spelling	3	0.5%
Cooking/dessert classes	2	0.3%
Face-to-face classes	2	0.3%
Free classes	2	0.3%
Vocabulary	2	0.3%
Writing	2	0.3%
Late afternoon classes	1	0.2%

Quantitative Survey Findings

Background

Survey respondents answered 17 questions designed to help quantify information regarding students' program and course experiences at their schools. Members of the WestEd project team reviewed and analyzed each question. The report that follows presents the results of the analysis of the survey's quantitative items and includes summaries of findings, visuals, and key insights where applicable. It is organized into the following six sections:

1. Respondent Characteristics - General demographics provided by respondents
2. Enrollment - Enrollment status and affiliation
3. Course-Taking Behavior - Modality and types of classes and programs
4. Transportation and Access - Time and methods of travel
5. Program Quality - Goals and perspectives on quality
6. Student Supports and Needs - Perspectives on availability and quality of student supports and services, and recommendations for improvement

Survey Objectives

WestEd designed the survey instrument for the West End Corridor Consortium to help inform their CAEP three-year strategic plan. Consortium leadership reviewed survey items and revised based on their suggestions and aims. More specifically, the survey was undertaken with the following objectives:

- To better understand student perspectives on their experiences with WECC adult school programs
- To gauge the general satisfaction level among students with various aspects of their program experience
- To find out what types of courses students are interested in taking as well as improvements to programs and services

The survey was conducted online with current and former adult education students from WECC adult schools. Survey messaging went out from each school to current and former students independently. Overall, the survey received a total of 1,225 responses, with the majority (96.8%, n=1,186) coming from currently enrolled students in one or more adult education program.

Survey Highlights

Respondent Characteristics

- Respondent demographics were generally reflective of the consortium overall. However, there were some disparities in gender representation and variation in the proportion among Latinos and Asians, and there was notable underrepresentation among African Americans.

Enrollment Status

- Most respondents (96.8%, n=1,186) were currently enrolled students. Among respondents who were not currently enrolled (n=39), most (64%, n=25) had previously been Fontana Adult School students. The remainder were former students at Chaffey Adult (23%, n=9) and Chino Valley Adult Schools (13%, n=5).
- A slight majority of respondents were from Chaffey Adult school (44%, n=519). The remainder were from Fontana Adult School (28.9%, n=343), Chino Valley Adult School (26.7%, n=317), and Upland Adult School (1%, n=12). Most (97%) were currently enrolled, and 20 were dual-enrolled at Chaffey College.

Course-Taking Behavior

- Overall, respondents tended to be morning or evening students, with relatively few (9%) usually attending both. There were, however, notable differences among agencies in the ratio of morning to evening students. The proportions at Chaffey and Chino Valley, for example, mirrored each other. In contrast, Fontana had a more balanced representation among morning and evening students and showed higher percentages of students enrolling in both morning and evening than its peers.
- A significant majority of students (70.2%, n=819) reported attending class in-person. Slightly higher numbers were seen among students enrolled in online / hybrid courses (16.6%, n=194) than in a mix of both (13.2%, n=154).

- Most respondents were ESL students (55.2%, or 636 of 1,153), followed by HSD/HSE or GED (30.4%, n=351). Relatively few (7.8%, n=90) reported enrolling in career-focused courses.

Transportation and Access

- Taken with respondents traveling Under 10 minutes, the vast majority of respondents indicated taking 20 minutes or less to get to campus (71%, n=830). About 14% (13.8%, n=161) reported taking between 20 to 30 minutes to get to campus, and 15% (n=173) students reported travel times of 30 minutes or more.
- Most students reported driving to school (96%, n=1,098) either by themselves (83%, n=952), with a fellow student (3%, n=33), or were dropped off by a friend or family member (10%, n=113).

Program Quality

- Over half of survey respondents (57.9%, n=657) selected learning to speak English or becoming a US citizen as their primary goal for attending school. Students also frequently identified job-related goals, with over half (55.8%, n=633) of respondents selecting at least one career-focused goal. Others identified academic pursuits such as a high school diploma / GED (32.2%, n=365), earning transfer credit, or obtaining a college degree (15.3%, n=177).
- Nearly all respondents (97%, n=1,072) indicated that their classes help them achieve their academic, professional, or personal goals.

Student Supports and Needs

- Regarding supportive services provided by agencies, respondents tended to fall into two camps, those who found services helpful / very helpful and those who never used them at all. Overall, academic supports were seen as the most beneficial (59.4% or 611 of 1,028, followed by job and career-related services (47.2%, n=485) and postsecondary transition supports (45.1%, n=464). Despite being among the most valuable services or supports provided, these supports were also the least utilized (65%, n=669) and least available (16%, n=163).
- A little under half of respondents (47.5%, n=453) indicated they had experienced at least one challenge in pursuit of their goals for attending school. Of these, approximately 53% (n=238, or 25% of respondents to this question) specified course availability, scheduling, or delivery model challenges.
- When asked whether their school helped to address challenges identified, a slight majority (60%, or 253 of 440) provided a "yes" response.

-
- Regarding improvements to services, respondents were split between those who would like to see improvements (56.2%, n=529) and those who did not (43.8%, n=413). Services most frequently identified as needing improvement included:
 - Tutoring (19.5%, or 184 of 942 responses).
 - Job placement (16.9%, or 159 of 942 responses).
 - Job counseling (16.3%, or 154 of 942 responses).
 - Childcare (15.7%, or 148 of 942).

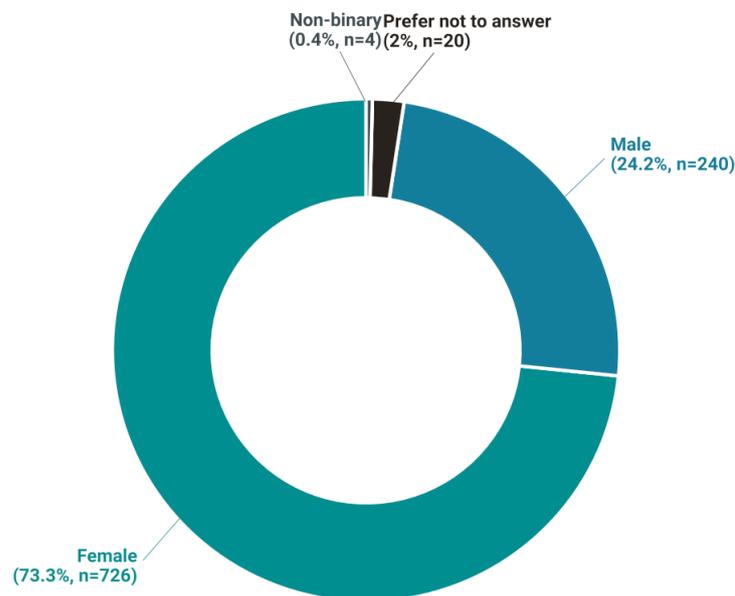
Survey Results

Respondent Characteristics

Gender

Approximately 81% (n=990) responded to this question. Female respondents constituted about three-quarters of responses (73%, n=726), above the percentage of female students overall (67%) according to 2019-20 LaunchBoard data.¹ Conversely, at 24% (n=240), the percentage of male respondents is notably below the consortium average of 33%.

FIGURE 1:
What is your gender identity? (n=990)

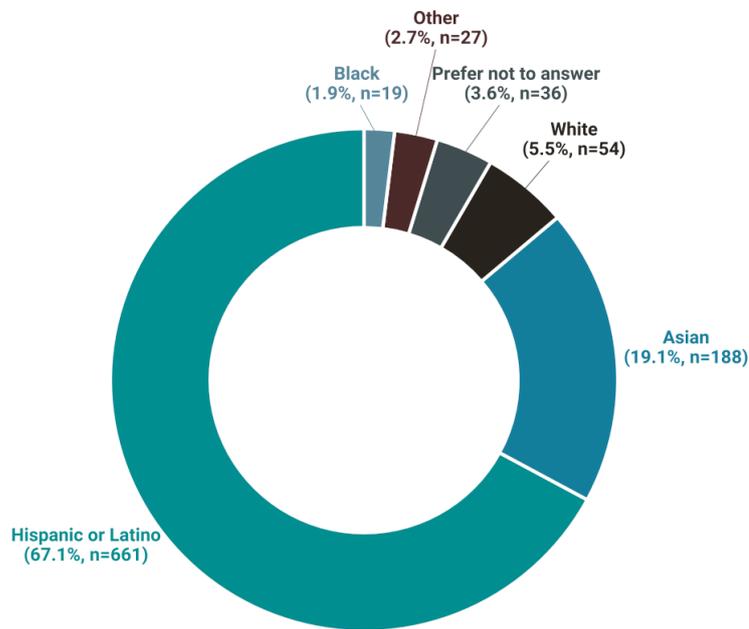


¹ Launchboard Adult Education Pipeline, 2019-2020

Race / Ethnicity

Approximately 80% (n=985) of survey respondents answered this question. Of these, 67% (n=661) identified as Hispanic or Latino, about 3% lower than the consortium average. Asian students were about 19% of the respondent pool, three percentage points higher than the consortium average. Despite comprising about 4% of the student population, just 1.9% of respondents (19 out of 985) were Black or African American.

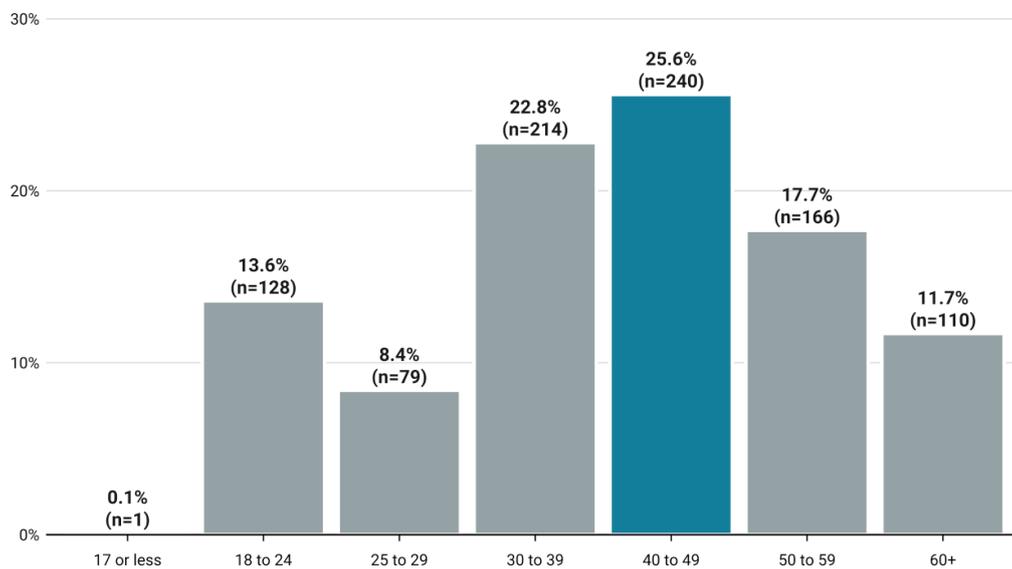
FIGURE 2:
Which of the following best describes you? (n=985)



Age

This question asked students to provide the year they were born. The results were then clustered into commonly used age ranges to aid in reporting. Among the 938 students who responded to this prompt, approximately one-quarter (25.6%, n=240) were between the ages of 40 and 49 years old. Students in their 30s made up a little over 20% of respondents (22.8%, n=214). Additionally, there was notably strong representation among students between 50 to 59, with nearly 18% (17.7%, n=166) overall.

FIGURE 3:
Respondents by Age Range (n=938)

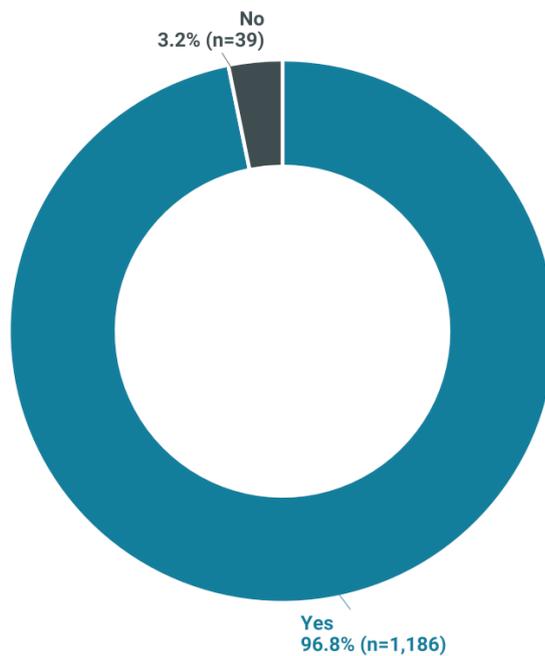


Enrollment

Enrollment Status

Most respondents (96.8%, n=1,186) were currently enrolled students. Among respondents who were *not* currently enrolled (n=39), most (64%, n=25) had previously been Fontana Adult School students. The remainder were former students at Chaffey Adult (23%, n=9) and Chino Valley Adult Schools (13%, n=5).

FIGURE 4:
Are you currently enrolled in school? (n=1,225)



Agency	Answer	Respondents (%)	Count
Consortium (n=1,225)	Yes	97%	1,186
	No	3%	39
Chaffey Adult School (n=534)	Yes	98%	525
	No	2%	9
Chino Adult School (n=323)	Yes	98%	318
	No	2%	5
Fontana Adult School (n=360)	Yes	93%	335
	No	7%	25

Agency	Answer	Respondents (%)	Count
Upland Adult School (n=8)	Yes	100%	8
	No	0%	0

Reasons for Leaving School

Among the 39 students who indicated they were not currently enrolled in an adult education program, 36 provided some rationale for why they were no longer enrolled in courses. The most frequently selected option by respondents was Other. See below for additional details.

TABLE 1:
If not currently enrolled, why not?

Answer	Respondents (%)	Count
Other (please specify)	15%	8
I finished my program	13%	7
I had to work	13%	7
I left to attend a different school	11%	6
I didn't have a way to get to school	11%	6
Classes weren't scheduled when I could attend	9%	5

Other responses provided:

- *Waiting for my social security number*
- *I'm taking placement tests for my GED courses*
- *I got discouraged*
- *I am recovering from the pandemic*
- *No more online classes*
- *technology is difficult for me*
- *I have a Disability and seemed like teacher had no Interest in helping me.*
- *I started college*

Schools Attended

The most significant proportion of respondents (44%, n=519) reported attending Chaffey Adult School. A little over half were split among Fontana Adult School (28.9%, n=343) and Chino Valley Adult School (26.7%, n=317). Twenty-three (23) respondents (1.9%) were also students at Chaffey College, 20 of whom were dual-enrolled at an area adult school. Of these, most (n=17) were dual-enrolled at Chaffey Adult School. The three remaining respondents were dual-enrolled at Chino Valley (n=2) and Fontana (n=1).

FIGURE 5:
At which school(s) are you currently enrolled? (n=1,189)

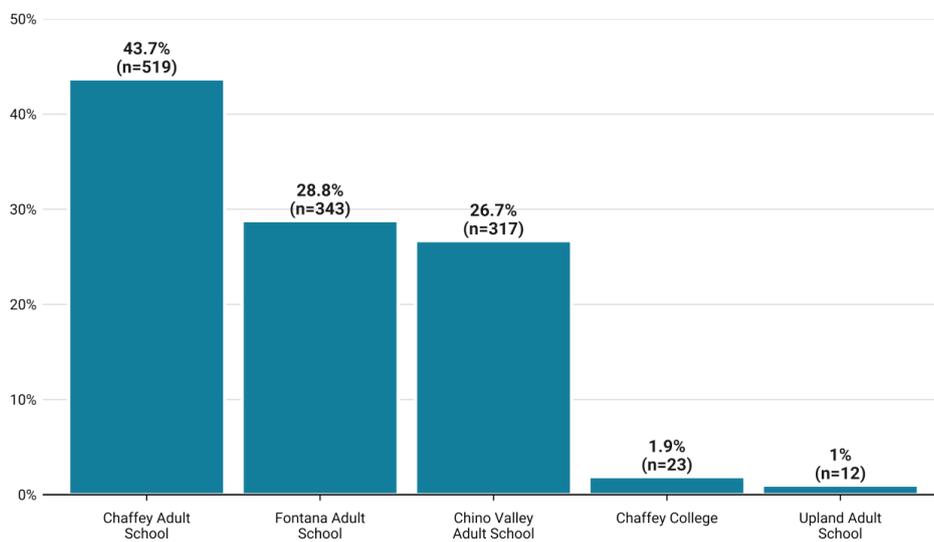


TABLE 1:
At which school(s) are / were you enrolled? - Other

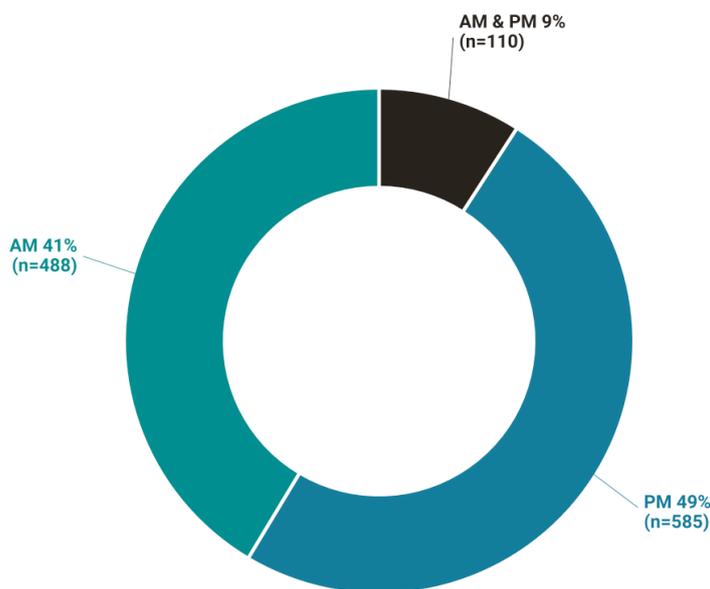
Answer	Respondents (%)	Answers (%)	Count
Chaffey Adult School	43.7%	42.8%	519
Fontana Adult School	28.8%	28.3%	343
Chino Valley Adult School	26.7%	26.1%	317
Chaffey College	1.9%	1.9%	23
Upland Adult School	1.0%	1.0%	12

Course-Taking Behavior

Scheduling

Approximately 96% (n=1,183) of survey respondents answered this question. About half (49.4%, n=585) reported primarily attending classes in the evening, 40% (41.3%, n=488) reported attending mainly in the morning, and 9% (9.3%, n=110) reported attending both morning and evening sessions.

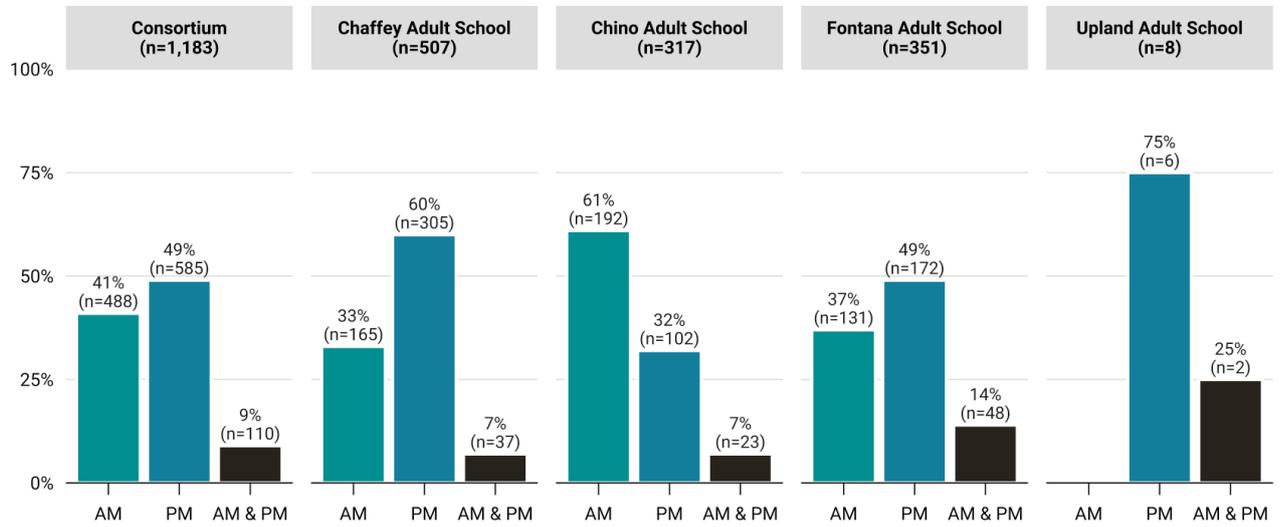
FIGURE 6:
When do/did you usually take classes? (n=1,183)



At the agency level, the proportion of students enrolled in AM, PM, and both AM and PM classes varied. The most significant variations were between Chino Valley and Chaffey. Whereas the percentage of students enrolled in both AM and PM sessions was equivalent at about 7% of respondents at both agencies, the percentage of students enrolled in either AM or PM sessions mirrored one another, with 60% of Chino Valley students being AM students as compared to 33% at Chaffey. Likewise, 32% (n=102) of Chino Valley students identified as primarily PM students, whereas Chaffey showed 60% (n=192) in this category.

Fontana Adult School had a more balanced representation across categories, with the notable exception of students enrolled in both AM and PM, which at 14% (n=48) was twice that of its peer institutions, Chaffey Adult and Chino Valley. The preponderance of Upland respondents came from the PM sessions (75%), with no AM respondents, though the total number of Upland respondents was small (Figure 7).

FIGURE 7:
Percent of Students Enrolled in AM, PM, and both AM and PM Courses by Agency



Types of Classes

Nearly three-quarters of respondents (70.2%, n=819) were enrolled in *Mostly in-person* classes. Of the remaining respondents, slightly higher numbers were enrolled in *Mostly online or hybrid* courses (16.6%, n=194) than in *Both online and in-person* (13.2%, n=154).

- CVAS stands out among agencies in the proportion of on-site students, with 85% (n=262) of respondents overall. Shares of students enrolled in *Mostly online or hybrid* and *Both online and in-person* courses, respectively, were lower by about half relative to consortium shares (Figure 9).
- Among WECC agencies, CAS had the most significant number of students enrolled in *Mostly online or hybrid* courses at 118, comprising nearly one-quarter of all CAS respondents and over half (60.8%) of the total number of consortium students in this same category.
- FAS shows the greatest proportion of students enrolling in *Both online and in-person* (17%, n=60). UAS respondents are split equally between *Mostly online or hybrid* and *Both online and in-person*, with no students reporting as attending *Mostly in-person*.

FIGURE 8:
What kinds of classes are/were you mostly enrolled in? (n=1,167)

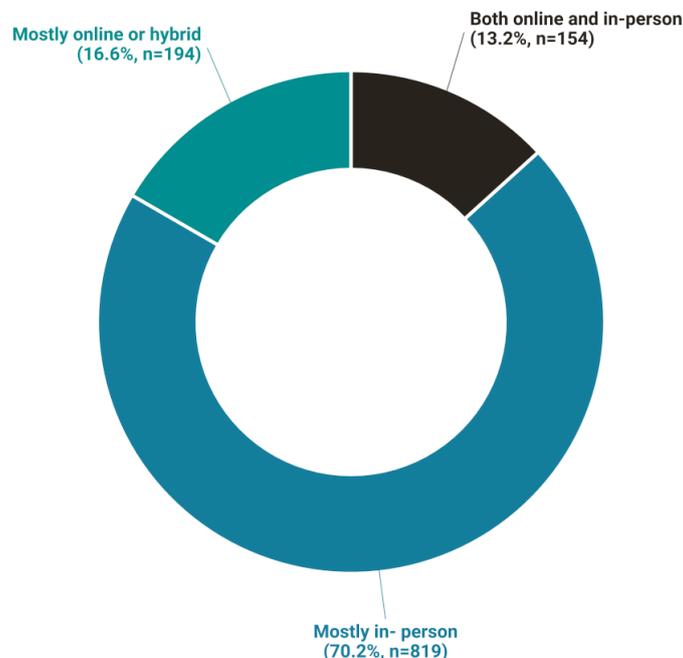
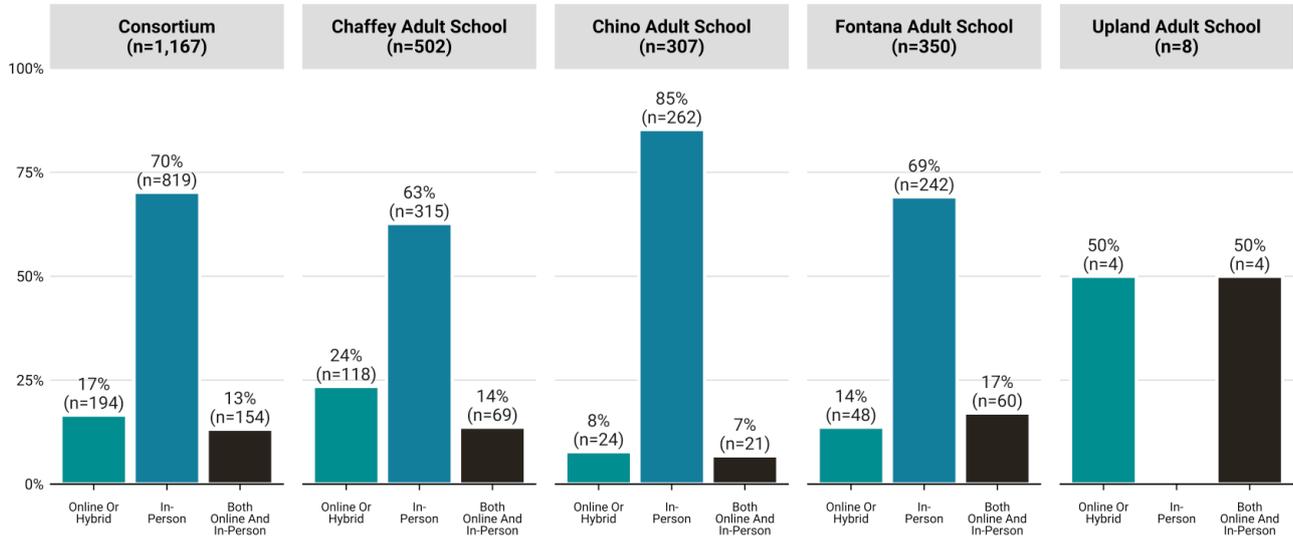


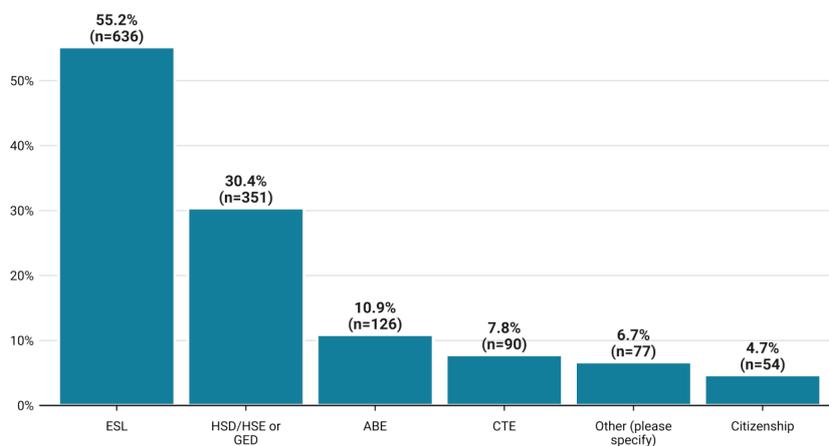
FIGURE 9:
Percentage of Students Enrolled in Mostly Online, Mostly In-Person, and Both Online and In-Person Courses by Agency



Program Enrollment

A little over half of the respondents to this prompt (55.2%, or 636 of 1,153) indicated enrolling in ESL courses, followed by HSD/HSE or GED (30.4%, n=351). About 8% (7.8%, n=90) reported enrolling in career-focused courses, and of these, over one-third (35.6%, n=32) were also enrolled in at least one other program area.

FIGURE 10:
Which programs / classes are / were you enrolled in? (n=1,153)



Answer	Respondents (%)	Answers (%)	Count
ESL	55%	48%	636
HSD/HSE or GED	30%	26%	351
ABE	11%	9%	126
CTE	8%	7%	90
Other (please specify)	7%	6%	77
Citizenship	5%	4%	54

Seventy-seven students identified “other” programs in which they enrolled. Responses were reviewed and collapsed into like categories. A table showing counts of responses by these categories is below (Table 6).

TABLE 2:
Which programs /classes are / were you enrolled in (Other)?

Answer	Count
Computer applications	13
Microsoft	13
Teacher assistant/paraprofessional	12
Translation/interpretation	8

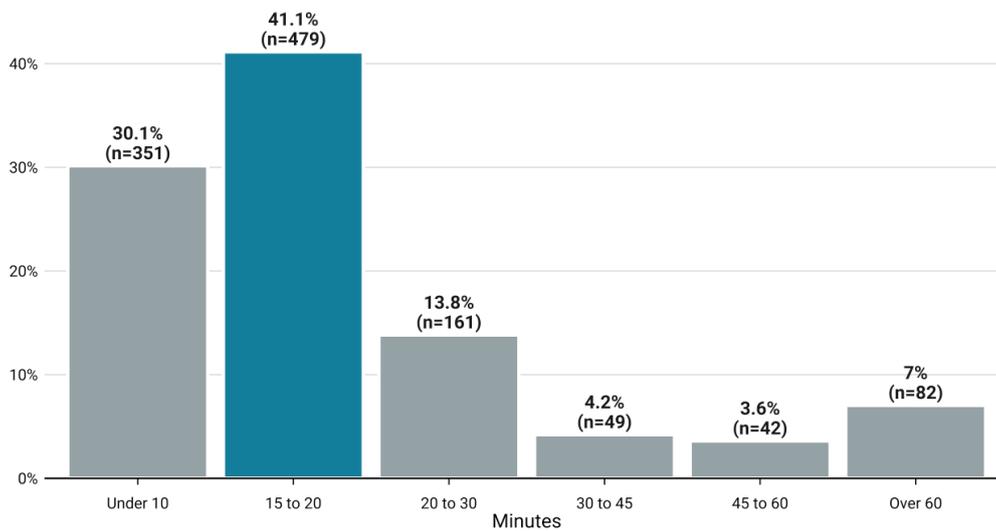
Answer	Count
Carpentry/woodworking	4
Keyboarding/computer basics	4
Digital media/photography	3
Medical billing and coding	3
Pharmacy tech	3
Chef	2
CAD/Solidworks	2
Business	2
Conversation	2
Medical terminology	2
Parenting/parent-child education	2
Spanish	2
Total	77

Transportation & Access

Time to Campus

The largest proportion of students responding to this prompt reported travel times to campus of 15 to 20 minutes (41.2%, or 479 of 1,164). When combined with students traveling Under 10 minutes, the overwhelming majority of students tend to take 20 minutes or less to get to campus (71%, n=830). About 14% (13.8%, n=161) reported taking between 20 to 30 minutes to get campus, and 15% (n=173) students reported travel times of 30 minutes or more.

FIGURE 11:
About how long does / did it take you to get to school? (n=1,153)

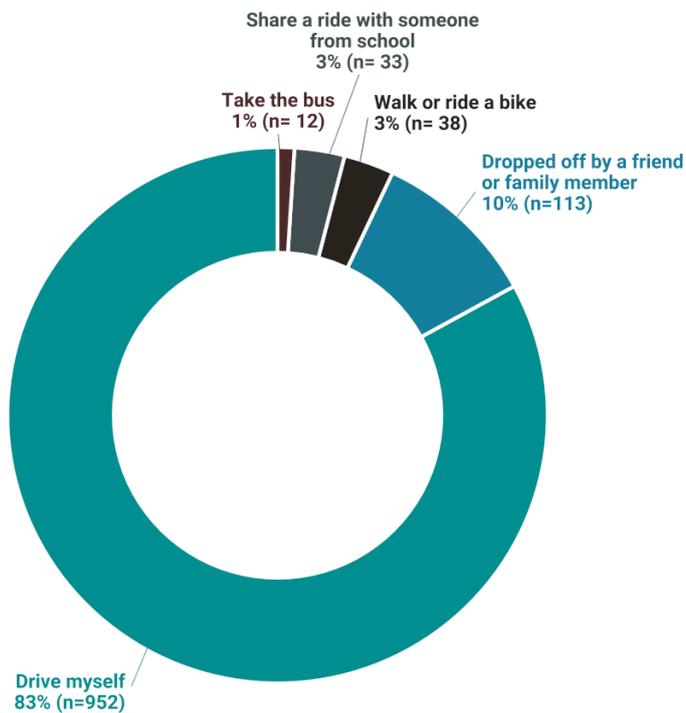


Means of Transportation

Approximately 94% overall answered this prompt (1,148 students of 1,225). A significant majority of respondents reported driving to school (96%, n=1,098) either by themselves (83%, n=952), with a fellow student (3%, n=33), or being dropped off by a friend or family member (10%, n=113).

FIGURE 12:

How do/did you usually get to school? (n=1,148)

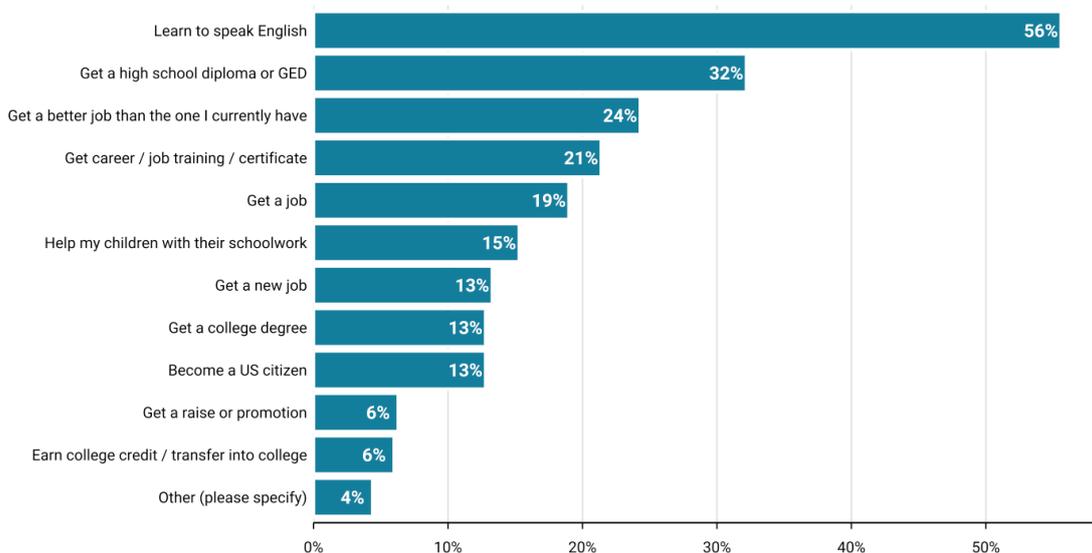


Program Quality and Goals

Goals for Attending School

Approximately 93% of survey respondents answered this question. Taken together, over half (57.9%, n=657) identified learning to speak English or becoming a US citizen as their primary goal for attending school. Students also frequently identified job-related goals, with over half (55.8%, n=633) of respondents selecting at least one career-focused goal. Others identified academic pursuits such as earning a high school diploma / GED (32.2%, n=365), earning transfer credit, or obtaining a college degree (15.3%, n=177).

FIGURE 13:
Which of the following best describe your goals for attending school? (n=1,134)



Answer	Respondents (%)	Answers (%)	Count
Learn to speak English	55.6%	24.9%	630
Get a high school diploma or GED	32.2%	14.4%	365
Get a better job than the one I currently have	24.3%	10.9%	276
Get career / job training / certificate	21.4%	9.6%	243
Get a job	19%	8.5%	216
Help my children with their schoolwork	15.3%	6.8%	173
Get a new job	13.3%	6%	151
Get a college degree	12.8%	5.7%	145
Become a US citizen	12.8%	5.7%	145
Get a raise or promotion	6.3%	2.8%	71

Answer	Respondents (%)	Answers (%)	Count
Earn college credit / transfer into college	6%	2.7%	68
Other (please specify)	4.4%	2%	50

Students provided additional reasons for attending school, which were then classified into groups. A table with counts of each by group is provided below.

TABLE 3:
Which of the following best describe your goals for attending school?

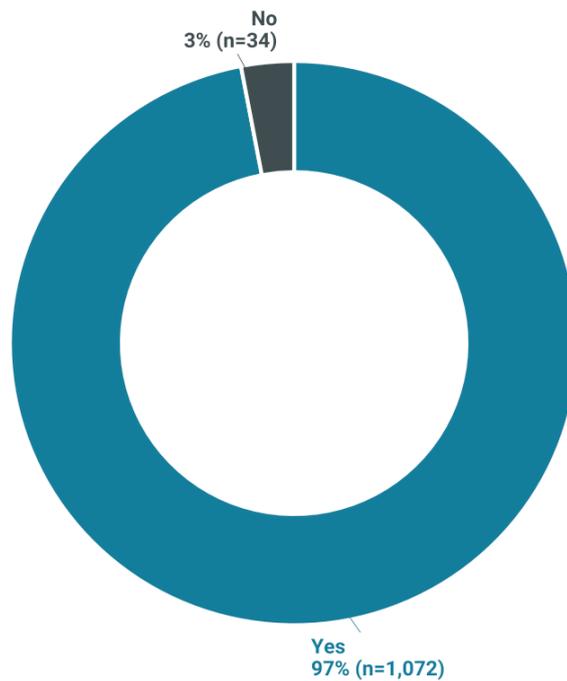
Answer	Count
Personal satisfaction / Interest	18
Learn new skills	14
Learn English	5
Miscellaneous	4
Get a job	3
Professional growth	2
College degree	2
Military	2
Get HS diploma	1
Get career/job training	1
Get a raise or promotion	1

Goal Achievement

Approximately 90% responded to this prompt (1,106 of 1,225). Nearly all respondents (97%, n=1,072) indicated that their classes help them achieve their academic, professional, or personal goals.

FIGURE 13:

**In your opinion, do you feel the classes at your school help you to meet your goals?
(n=1,106)**



Student Supports and Needs

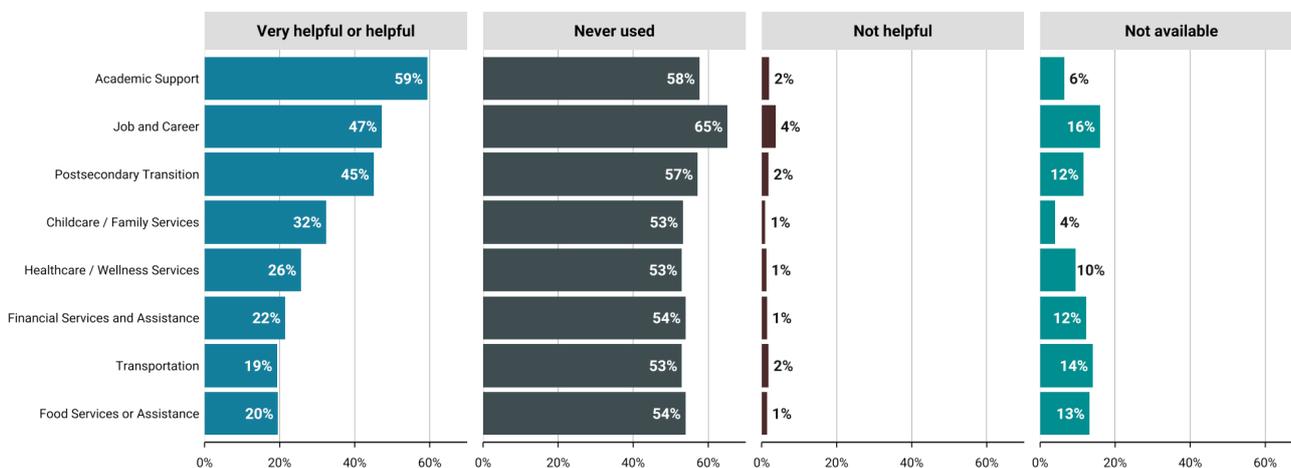
Evaluation of Student Services and Supports

Respondents to this prompt (1,028 of 1,225 students) tended to fall into two camps, those who found services helpful / very helpful and those who never used them at all. Respondents overall found academic supports (i.e., *Academic Counseling, Tutoring*) to be the most beneficial (59.4% or 611 of 1,028), followed by job and career-related services (i.e., *Assistance with Resume, Internship / On-the-job Training, Job Counseling / Career Exploration, Job Placement Services, Writing and Interviewing*; 47.2%, n=485), and Postsecondary transition supports (i.e., *School Tours, College or Transition Counseling*; 45.1%, n=464).

Despite being seen as one of the most valuable services or supports provided, *Job and career services* were also the least utilized (65%, n=669) and least available (16%, n=163) of service options presented. The same holds for *Academic supports* and *Postsecondary transition supports*, with approximately 57% of students, respectively, reporting they never used them whatsoever.

FIGURE 14:
Perspectives on Value of Student Supportive Services, Categorized by Service Type

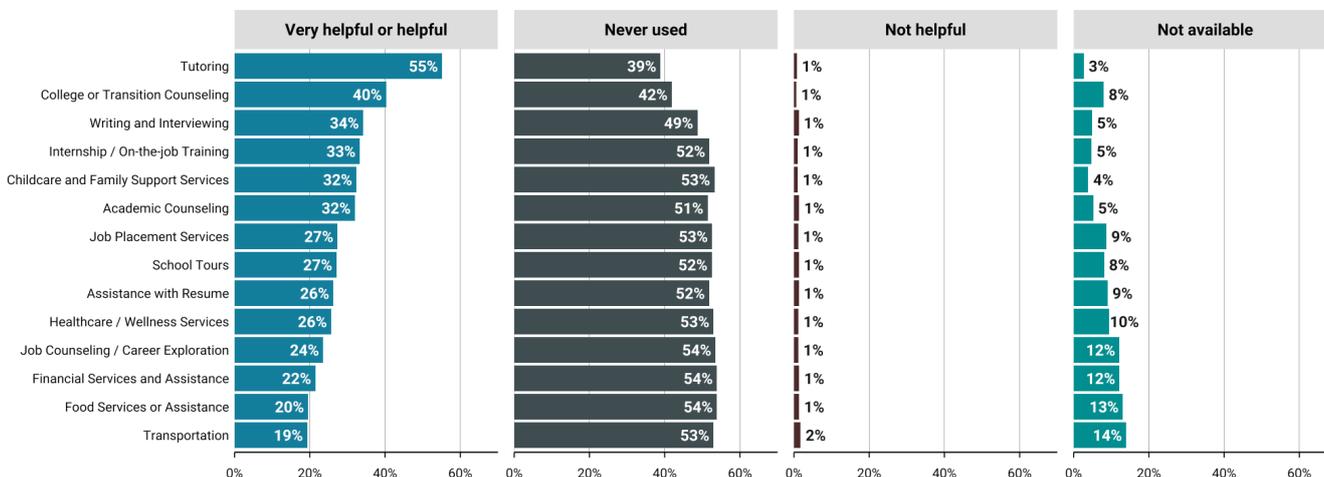
How helpful have the following student support services been to you? (n=1,028)



Note: Item options were collapsed to highlight and clarify respondents' perspectives generally. See Figure 15 (below) for additional detail.

FIGURE 15:
Perspectives on Value of Student Supportive Services by Service Option

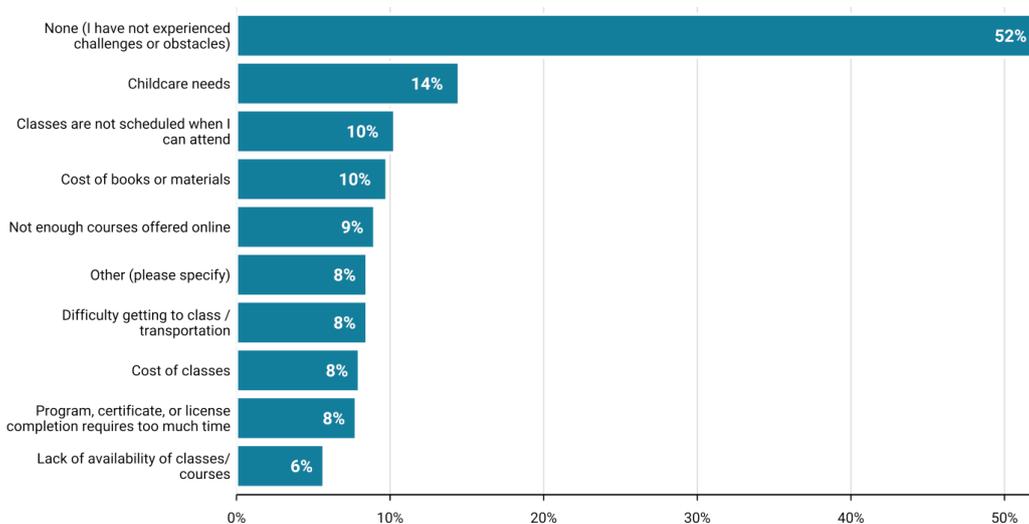
How helpful have the following student support services been to you? (n=1,028)



Challenges Meeting Education or Career Goals

Approximately 52% of respondents to this prompt (500 out of 953) did not report any challenges meeting their goals. A roughly equivalent number (47.5%, n=453) indicated they had experienced at least one challenge (note: respondents could choose more than one). Of these, approximately 53% (n=238, or 25% of respondents to this question) specified course availability, scheduling, or delivery model as obstacles faced.

FIGURE 15:
What are some of the challenges or obstacles, if any, that you have experienced trying to meet your education or career goals? (n=953)

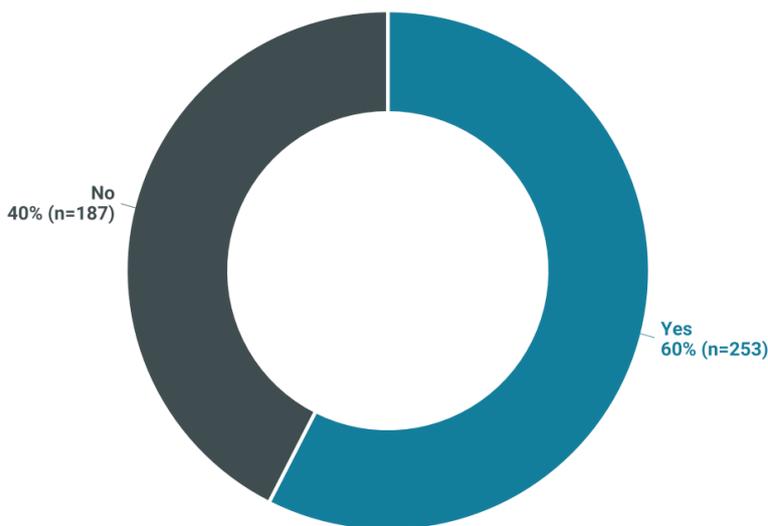


Answer	Respondents (%)	Answers (%)	Count
None (I have not experienced challenges or obstacles)	52.5%	39.0%	500
Childcare needs	14.5%	10.8%	138
Classes are not scheduled when I can attend	10.3%	7.7%	98
Cost of books or materials	9.8%	7.3%	93
Not enough courses offered online	9.0%	6.7%	86
Difficulty getting to class /transportation	8.5%	6.3%	81
Other (please specify)	8.5%	6.3%	81
Cost of classes	8.0%	5.9%	76
Program, certificate, or license completion requires too much time	7.8%	5.8%	74
Lack of availability of classes/courses	5.7%	4.2%	54

Assistance in Addressing Challenges

This question, whether students had received assistance addressing their challenges, is a companion to *What are some of the challenges or obstacles, if any, that you have experienced trying to meet your education or career goals?* A little over one-third (36%, n=440) of those surveyed answered this question, with a slight majority (60%, n=253) providing a “yes” response.

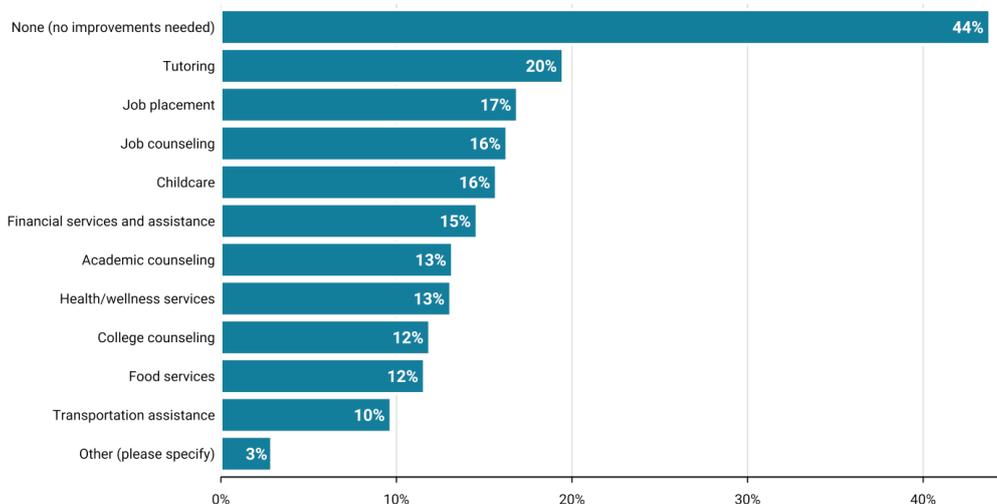
FIGURE 16:
Has your school been able to help you address these challenges or obstacles? (n=440)



Improvements to Services and Supports

Respondents to this prompt were split between those who would like to see improvements (56.2%, n=529) and those who did not (43.8%, n=413). Services most frequently identified included **Tutoring** (19.5%, or 184 of 942 responses), **Job placement** (16.9%, or 159 of 942 responses), **Job counseling** (16.3%, or 154 of 942 responses), and **Childcare** (15.7%, or 148 of 942).

FIGURE 17:
What types of support services would you like to see improved at your school? (n=942)



Answer	Respondents (%)	Answers (%)	Count
None (no improvements needed)	43.8%	23.2%	413
Tutoring	19.5%	10.3%	184
Job placement	16.9%	8.9%	159
Job counseling	16.3%	8.6%	154
Childcare	15.7%	8.3%	148
Financial services and assistance	14.6%	7.7%	138
Academic counseling	13.2%	7.0%	124
Health/wellness services	13.1%	6.9%	123
College counseling	11.9%	6.3%	112
Food services	11.6%	6.1%	109
Transportation assistance	9.7%	5.1%	91
Other (please specify)	2.9%	1.5%	27

Other responses provided by students are below.

- *English classes have been online. I would like them to be face-to-face at least once a month to interact with my classmates and the teacher.*

-
- *I really know*
 - *No, I must spend more time to study English*
 - *Be able to take more than 1 class at a time*
 - *Remove mask and vaccine mandates*
 - *Classes of laws*
 - *Listen and speak*
 - *not*
 - *I don't know what's available, but these are the ones that are important to me at the moment.*
 - *Job training*
 - *don't know*
 - *Child Care Classes*
 - *more restrooms at night for adult school*
 - *Computer resource*
 - *Online classes*
 - *barber class*
 - *that childcare returns*
 - *I am not sure what do I can help school?*
 - *Not sure what's offered*
 - *Listening and speaking course*
 - *freedom of choice*
 - *TUTOTRING FOR DIGITAL PHOTOGRAPHY PLEASE!!!!*
 - *More online classes*
 - *online classes*
 - *I don't know.*
 - *Maybe they can [be] extended to 3 or 4 hours class at night*
 - *Buy Back gently used books/materials to re-sell at a discounted price to new students*
-

WECC Faculty and Staff Focus Groups: Key Findings, Themes, and Considerations

WestEd is supporting the West End Corridor Consortium (WECC) with strategic planning efforts to improve and expand programs that provide adult learners with the academic and career skills needed to succeed and contribute to California's economy. As part of that support, WestEd project staff conducted 8 focus groups inviting faculty and staff to share their experiences with adult education programming, challenges, and needs across consortium schools and three program areas (ESL, ABE/ASE, and CTE). The focus groups sought broad staff and school representation from Chaffey, Chino, Fontana, and Upland adult schools to allow faculty, and some administrator, voices to be heard. A total of 41 participants joined in the conversations.

After the focus groups were conducted, a lead analyst examined participants' responses to discussion questions. The analyst looked for common themes related to perceived program area gaps (including those caused from needs or presented by challenges), opportunities, and promising practices. Themes were defined as salient topics and issues that were mentioned and consistent across at least two program areas or groups. Themes were then organized into overarching findings and correlated with considerations for either strategic planning suggestions or learning opportunities among consortium

members. The chart below presents these findings, key themes, and considerations, which are also crosswalked with data from student surveys where relevant.

The chart is meant to be used as a discussion and planning tool. Focus group participants represent a small sampling of faculty and staff at each school, and thus responses are not generalizable to all. However, the findings present enough information to engage with strategic planning and cross-institutional conversations related to adult education program highlights and areas for improvements.

Findings and Key Themes	Program Area Focus			A Gap, Opportunity, or Promising Practice			Considerations
	ESL	CTE	ABE/A SE	Gap	Opportunity	Practice	
1. Address and provide for the inclusivity of various student populations, their motivations, and their situations							
1.1 (Students' Demographics and Motivation) The faculty and staff we spoke with serve fairly heterogenous student populations with different cultures/language, age ranges (18+ including retirees), gender composition, and motivations. Language levels varied and primary native languages were Spanish, Chinese, and Arabic. Main motivators perceived for attending classes were for language acquisition (ESL), personal enrichment (e.g., interest, to participate with family knowledge and uptake, and to participate in community); furthering education for some, and to some extent to acquire jobs. Job acquisition, even in CTE, was not seen as main motivation. For ABE, motivation was along two pathways – obtain a high school diploma or GED. <i>Student Survey Crosswalk: When asked what other classes they'd like to see, many students mentioned enrichment courses such as art, music, or gardening. Conversation courses also scored high.</i>	X	X	X		X		<ul style="list-style-type: none"> Strategic Planning: The strategic plan can address how programming responds to and aligns to various adult learner populations and their motivations. Populations underscored in the focus groups include opportunity youth (adult 18+), ELL populations, students with degrees in other countries, retirees, etc. Show how programming sequences to positive outcomes for these populations vis-à-vis their aims, and how various populations are considered for accountability measures. For English Language Learner programming, continue to develop how reading, writing, speaking, and listening objectives are met for language acquisition as well as posited to advance career opportunities. These
1.2 (Students' Motivation) Some of the ESL faculty we spoke to saw a misalignment with institutional emphasis towards English learning to	X				X		

Findings and Key Themes	Program Area Focus			A Gap, Opportunity, or Promising Practice			Considerations
	ESL	CTE	ABE/A SE	Gap	Opportunity	Practice	
advance jobs/careers and the majority of student motivations. Instead, they saw students' main motivation as learning language in and of itself. <i>Student Survey Crosswalk: For students who provided an answer for additional classes that they would like to see offered, the largest amount of responses were for English conversation of practicum courses.</i>							considerations can be helpful also for multiple funding streams (e.g., CAEP, WIOA, IELCE/IET). <ul style="list-style-type: none"> • Cross-learning Opportunity: When discussing policies, some faculty mentioned that flexible district/school policies allowed them to help move students towards their learning goals per their individual needs and skills, rather than scripted mandates. This helps to support students' varied contexts and goals. • Best Practice Learning Opportunity: When discussing instructional practices to help meet student needs, particularly with ESL students, some faculty stressed the importance of scaffolding their curriculum and instruction.
1.3 (Students' Situations and Motivations) ESL and CTE faculty and staff noted that some students come to classes either already working, juggling jobs, owning a business, or holding degrees from their native countries. Faculty noted that those with jobs may be there for upskilling or personal enrichment/interest, less so for acquiring new jobs.	X	X					
1.4 (Students' Situations and Motivations) Both ESL and CTE faculty mentioned students who attend as retirees. Some CTE students take classes to access equipment. This has ramifications for accountability measures that rely on transition and advancement.	X	X					
1.5 (Student Motivations) For the most part, ESL faculty appreciated and felt that students were intrinsically motivated to learn though recognized that some felt trepidation for various language and course-related skills (particularly conversation and technology). Strategies that were offered to help students overcome potential barriers or build confidence included bolstering their potential for success by upholding their strengths.	X						

Findings and Key Themes	Program Area Focus			A Gap, Opportunity, or Promising Practice			Considerations
	ESL	CTE	ABE/ASE	Gap	Opportunity	Practice	
2. Faculty noted that students aren't always aware of the aims, classes, services, or opportunities available to support their success							
2.1 (Some Students are Unaware of Institutional or Community Opportunities) For the most part, faculty and staff thought that their schools' mission statements and approaches align and provide visioning for students' academic and career aspirations, opportunities, and life success. The faculty also felt that missions and aims are written down and/or made public (e.g., online). However, not all respondents felt that students understood schools' visions or that school goals applied to students' direct needs. In some cases, they felt that students were also not aware that some classes exist to provide opportunities, particularly within CTE programming or in the community (ESL). <i>Student Survey Crosswalk: Some student survey responses indicate students are unaware of opportunities (e.g., courses or services) available to them.</i>	X	X		X			<ul style="list-style-type: none"> • Strategic Planning: Document existing and strategize new ways to provide and address student outreach and communication about course offerings, available services, and opportunities. • Strategic Planning: Having a dedicated or specialized counselors working with faculty on direct outreach or as part of outreach processes came up as important for some to spearhead outreach. Not all schools or programs within schools have such a counselor. • Cross Learning Opportunity: For some programs, counselors and other dedicated staff helped to support outreach efforts (Fontana CTE invites Chaffey counselor, Chaffey ABE/ASE has CTE counselor, Chino ESL has a TA who regularly conducts outreach). Chaffey's ABE/ASE provides an example of a process for student tracking and outreach through Google Sheets with collaboration and communication among faculty and counselor.
2.2 (Student Communication and Ongoing Outreach) Additionally, faculty and staff highlighted student communication and ongoing outreach as necessary practices for student success. Continued communication and outreach help to inform students of opportunities, monitor students and encourage engagement, and provide supports and follow-up.	X	X	X		X	X	

Findings and Key Themes	Program Area Focus			A Gap, Opportunity, or Promising Practice			Considerations
	ESL	CTE	ABE/A SE	Gap	Opportunity	Practice	
3. Some faculty expressed a need for additional academic supports, support services, technology supports, and resources specifically for adult education students. They also offered strategies or ideas for support							
3.1 (Additional Tutors) Faculty within ESL and CTE programming mentioned additional academic supports are needed to help adult education students within programs, particularly through tutoring. With additional tutoring offered, they felt adult education students can receive supports more equal to what a general student population is offered.	X	X		X	X		<ul style="list-style-type: none"> • Strategic Planning: Consider ways to leverage existing tutoring to provide more academic support opportunities for adult education students (e.g., through additional funding streams, peer-to-peer mentoring opportunities, etc.). • Cross Learning Opportunity: Chino has bilingual aides for ESL classes that help with teaching, homework, and basic admin tasks). • Best Practice Learning Opportunity: Childcare and service models exist within the larger educational field and which can serve as learning opportunities, though the pandemic may have put pause to some. See for example Upland USD's pre-school or Chaffey College's child development program. • Strategic Planning: There are concerns and limited funding within Adult Ed schools for supplying technology to students (e.g., loaner tablets or laptops). Building school computer labs with enough computers for a class or sharing them between Adult ED schools within a region was one offered response. The latter solution could be a consortium led response. • Strategic Planning: Revisit opportunities that may exist for increasing hours and funding both for faculty (with what may be permissible given
3.2 (A Need for Childcare Services) Some faculty and staff suggested a need for childcare services at their schools, particularly coming from CTE and ESL staff. The availability of such services impacts the type of schedules students choose (day or night, in-person or remote), their attendance, and participation. <i>Student Survey Crosswalk: This is backed up by student survey responses indicating some need for childcare.</i>	X	X	X	X			
3.3 (Additional Technology Training and Resources) Faculty perceived that their adult education students have various technology challenges. Challenges span from not having access to technology at home or within schools (e.g., computer labs or loaners) to the extent needed for their class work to not understanding how the technology works even with repeated guidance. Student tech training is a need.	X	X	X	X	X		
3.4 (Quality Resources and Services Are Tied to Funding and Hours) Faculty felt that resources and quality programming are tied to funding, program enrollment, and teacher hours, with adult education lacking funding that other institutions may receive. For CTE faculty, funding and hours impacted whether programs had	X	X			X		

Findings and Key Themes	Program Area Focus			A Gap, Opportunity, or Promising Practice			Considerations
	ESL	CTE	ABE/A SE	Gap	Opportunity	Practice	
counselors, tutors, or special education resources. Quality of instruction and overall education was also equated with hours of programming. The more hours within a CTE program, for example, the more opportunity for students to acquire skills and possible certifications.							mandates) and for students (particularly in CTE programming).
3.5 (Emotional/Grief Supports) The pandemic has affected communities in different ways, with some faculty mentioning the need for grief support services for students, communities, and families.		X	X				<ul style="list-style-type: none"> • Cross Learning Opportunity: Leveraging workforce partnerships can create resources and opportunities for adult education students. Chaffey Adult School and others are working with the American Job Centers (workforce dept.), so students can access their services at the adult school or the local library. • Cross-Learning Opportunity: Integrating basic, needed technology training into student orientation before registration (Fontana) • Cross-Learning Opportunity: Articulation efforts are underway in some programs that help introduce students to more opportunities for academic or career success. For example, Fontana has articulation with San Bernardino Valley for a CTE program.

Findings and Key Themes	Program Area Focus			A Gap, Opportunity, or Promising Practice			Considerations
	ESL	CTE	ABE/A SE	Gap	Oppor tunity	Practi ce	

4. Some faculty noted that language assessments and resources do not always address Ells' full needs.

<p>4.1 (Aligning Language Assessments and Resources to Needs) Language and skills assessments occur for students, particularly CASAS, and a variety of ESL courses exist across institutions. But some ESL faculty noted that listening skills are not being addressed for some students and there is mismatch in meeting their needs. CTE noted challenges with technical language and a need for resources there (e.g., vocational ESL, additional language programs, finding ways to differentiate and scaffold language for professional purposes). <i>Student Survey Crosswalk: This is backed up with student survey results, where the largest response (other than "no") to what other classes to offer is English conversation/practice, which includes specifically "listening and speaking courses."</i></p>	X	X		X			<ul style="list-style-type: none"> Strategic Planning: Leverage successful or create new strategies that improve alignment of assessment outcomes with student programming, skills building needs, and vocational ESL. Cross-Learning Opportunity: Faculty sharing <i>instructional</i> strategies and practices for integrating ESL with CTE (e.g., vocational ESL or other offerings)
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5. Faculty voiced the importance of entry and orientation practices for adult students' success.

<p>5.1 (Orientation Practices) Orientation practices, either at entry or for classes came up as important strategies to introduce students to adult ed programming and opportunities. Not all schools, however, were seen to have these practices or for all students (ESL). For programs that do offer student orientations or newcomer practices, student engagement and interest become important. In some cases, interest could be bolstered.</p>	X	X	X	X	X	X	<ul style="list-style-type: none"> Strategic Planning: While orientation content is often specific to school contexts, there can be useful processes or information for all schools to have or consolidate (e.g., an orientation framework or best practice). This could be a consortium led effort. Cross Learning Opportunity: Chaffey's ABE/ASE classes provide an example of class orientation processes. There is also a career interest assessment/inventory for CTE to complete at onset. One challenge, however, is that some
<p>5.2 (Warm Hand-Offs) Faculty and staff mentioned that warm hand-offs provide access and equal opportunities for adult education students</p>		X				X	

Findings and Key Themes	Program Area Focus			A Gap, Opportunity, or Promising Practice			Considerations
	ESL	CTE	ABE/A SE	Gap	Opportunity	Practice	
and are an important strategy for student registration and enrollment.							<p>students don't take advantage of it, have time for it, or see a need for it.</p> <ul style="list-style-type: none"> • Cross Learning Opportunity: Prior to class registration, Fontana has instituted an orientation to digital literacy for students as a way to address skills gaps. • Strategic Planning: The strategic plan can address how schools (Adult Ed and colleges) within the region address and provide warm hand offs.
6. Faculty expressed the importance of counselors who provide adult education students with needed and dedicated support.							
<p>6.1 (Counselors) Faculty and staff across schools particularly mentioned counselors or transition specialists as available to provide student supports. Not all programs, however, may have a counselor, particularly if the program is a small one.</p>	X	X	X	X		X	<ul style="list-style-type: none"> • Cross Learning Opportunity: Chaffey Adult School has separated its counseling function into GED/high school diploma and college/career planning, including some connections with employers. There was a recognition that needs for transitioning students had to be addressed along the pathways students were headed (CTE or diploma/GED).

Findings and Key Themes	Program Area Focus			A Gap, Opportunity, or Promising Practice			Considerations
	ESL	CTE	ABE/A SE	Gap	Oppor tunity	Practi ce	
7. Faculty voiced that fostering student engagement, attendance, and motivation is important for student success.							
7.1 (Addressing Student Engagement). When asked at multiple points about their needs and what it would take to be more successful, for the most part Chaffey faculty and staff pointed to student engagement, attendance, and a motivation to follow through—to not give up when they don’t do well on a test. One respondent noted (and there was agreement) that they were “blessed” in the resources department. Another wished more students would move from an interest to a formal pursuit.		X	X		X		<ul style="list-style-type: none"> Strategic Planning: It’s a challenge to address adult students’ dispositions and long-standing ways of being in addition to all the other skills that the Plan is intended to address. One strategy may be to add a social emotional component to orientation or the areas of curriculum. Cross Learning Opportunity: Student engagement is an area that schools may want to engage in a consortium discussion or share strategies. Chino’s GED program is open 12 hours with both online and in-person components allowing student participation with call-in; Chaffey ESL has a bell-to-bell schedule and a remind app for students; Fontana ESL offers student award system from merit to attendance which helps focus on positive achievements. Cross Learning Opportunity: At Fontana, a strategy to promote student retention involves peer-to-peer collaboration and articulation for cross-enrollment (e.g., with Chaffey).
7.2 (Multi-faceted Instruction, Student Choice, and Multiple Pathways). Faculty within ESL programs noted that multi-faceted instruction in classes and student choice in selecting classes that meet needs or interests (like conversation or CTE courses with ESL elements) helped to promote student success. So too did providing multiple pathways and articulation with other schools (ABE/CTE).	X	X	X		X	X	

Findings and Key Themes	Program Area Focus			A Gap, Opportunity, or Promising Practice			Considerations
	ESL	CTE	ABE/A SE	Gap	Opportunity	Practice	

8. Faculty shared a desire to participate in more regional, institutional, or cross-institutional communication and collaboration.

<p>8.1 (Regional Collaboration) Some faculty would welcome more communication among regional partners, such as the consortium or local colleges. They wouldn't mind being invited to consortium meetings, for example, or collaborating with other adult schools as a way of networking.</p>	X	X			X		<ul style="list-style-type: none"> • Cross Learning Opportunity: More opportunities to invite faculty into consortium meetings or to hold events could be useful, for example, to share learning, address regional needs, data, challenges, and brainstorm solutions.
<p>8.2 (Support/Collaboration for Evening Faculty) Faculty teaching ESL in the morning/day voiced feeling more supported than evening faculty. Though there was a question about how to recruit more morning ESL students. There was more a sense of support from colleagues, administration, with resources and curriculum available. Evening faculty felt or was seen as more on their own. In some cases, there was a desire for more cohesion among faculty and administration.</p>	X				X		<ul style="list-style-type: none"> • Strategic Planning: Cohesive curriculum and materials for day and night classes may help with strategies for building support and inclusion for evening staff. • Cross Learning Opportunity: Fontana and Chaffey ESL teachers spoke about collaboration among experienced faculty, leadership, and teams. This can be an area to share experiences of what is working, for example, both schools' faculty felt supported with professional development opportunities.
<p>8.3 (Professional Development Appreciated) Other supports that faculty appreciate and would like to see more of, included professional development opportunities, particularly for part-time faculty.</p>		X			X		

Findings and Key Themes	Program Area Focus			A Gap, Opportunity, or Promising Practice			Considerations
	ESL	CTE	ABE/A SE	Gap	Opportunity	Practice	
<p>9. For the most part, faculty indicate that online classes and services have been beneficial for and appreciated by adult education students.</p>							
<p>9.1 (Online and Hybrid Classes) Most of the faculty we spoke to noted that the shift to online classes during COVID has primarily worked well for students (e.g., including ESL for upper levels), and resulted in increased enrollment in some cases. These faculty members perceived that it was easier for students to join class on Zoom, helped assuage travel and fatigue many experienced, and provided a safe venue for teaching and learning. CTE faculty and staff had various perceptions of online learning. For some, it provided opportunity for students and online resources help to differentiate and bolster classes and learning (e.g., posting to YouTube of class recordings). Others perceived that their students appreciated hands-on, in person learning. ABE/ASE noted that diploma pathways could be online for Chaffey. One strategy offered was to have classes posted on the website for remote attendance. <i>Student Survey Crosswalk: Some students responding to the survey also viewed online, remote classes positively. Some students said they could never have attended school in person due to family responsibilities but Zoom made it possible for them to learn.</i></p>	X	X	X		X	X	<ul style="list-style-type: none"> • Strategic Planning: In returning to face to face, some of the benefits faculty have seen in online classes, such as more enrollment or increased retention, is beginning to dwindle. Institutionally establishing online curriculum/courses can offer hybrid options. • Cross Learning Opportunity: Fontana computer literacy program offered students an orientation on using computers to help during COVID and with online courses. Chaffey ABE faculty mentioned using Odesseyware and Edgeunity. • Cross Learning Opportunity: Faculty in both ESL and CTE/ABE at Fontana noted various strategies and increased attendance during COVID for hybrid classes that were flexible to allow students to either appear in class or to allow remote participation at the same time. Chaffey faculty also noted this happening.
<p>9.2 (Challenges with Online/Remote Instruction). While some teachers noted that online courses were beneficial, others felt that it was a situation that was imposed by pandemic circumstances and difficult to navigate. Primary challenges involved students' skills gaps with technology, which then could decrease participation and class enrollment. In some instances, faculty perceived that face-to-face instructional benefits and practices, like peer-to-peer mentoring were being lost in the remote environment. <i>Student Survey Crosswalk: Some students responding to the survey also expressed challenges with</i></p>	X	X					

Findings and Key Themes	Program Area Focus			A Gap, Opportunity, or Promising Practice			Considerations
	ESL	CTE	ABE/A SE	Gap	Opportunity	Practice	
<i>online, remote classes. Some said that they missed the camaraderie and visual cues of a classroom full of fellow learners.</i>							

WECC Student Focus Groups Key Takeaways

To support WECC's 2022-23 strategic planning, the WestEd team conducted three student focus groups concentrating on students' school and career goals, course and support experiences, and suggestions for school improvements. Fifteen students across three schools (Fontana, Chaffey, and Chino adult schools) participated in the conversations to represent three key program areas – English as a second language (ESL), career and technical education (CTE), and general education (GED). The team reviewed students' responses from the focus groups and analyzed them for emerging overarching and institutional themes. The following overview provides a summary of those key findings and takeaways.

Key Takeaways

The students we spoke with shared two main end-goals for attending school: **professional development** and/or **attending school to help their children**. For some this meant going to school to learn English, both to excel in a future career or to assist children with their own schooling. For others, school goals included achieving a GED or other certification as a career steppingstone or meeting their own children's expertise or knowledge (e.g., as with technology and computers).

Students who participated in the focus groups said they **valued their teachers and class peers**. They found their teachers helpful, encouraging, and supportive. Students also said they were motivated by what they learn in class and by their teachers who work hard to find ways to connect. Peers were also seen as helpful for providing guidance and contextual, as well as other, information.

While students enjoyed their classes, many **want more course offerings, challenging classes, and enhanced coursework**. Suggestions they offered included more challenging and longer classes, and advanced level classes that did not share teacher time in mixed-levels. Students also wanted options for full-time or morning/night classes, and newer class materials and supplies. Additionally, they offered how courses might better connect with their actual end-goals if they were: a) linked to hands-on career experiences; b) contained coursework with more opportunities to develop conversation, reading and writing skills, and life skills, particularly cultural integration; and c) bridged coursework for college transitions.

Students' barriers to attending school included family life, childcare, and family illness; availability of classes, times, and formats; conflicting information provided by schools around classes; and language barriers that make it hard to find help or resources. Many students also noted a **lack of knowledge around available supports but a strong desire for resources**. Suggestions around supports included

offering: career guidance; readily available information about support services (e.g., relevant and updated flyers, marketing, an information line, or clear instructions on who to contact for help; childcare support on campus or where to find it outside of campus, and access to nutritional needs, such as a food pantry.

Institutional Findings

The WestEd team also looked across student focus groups for salient themes that appeared within each school, presented in the categories below.

Goals

Fontana students we spoke with mentioned various goals for being in school. These ranged from attending classes for career goals, personal enrichment and upskilling, and improving English language to then transition more into careers. Career choices primarily focused on earning certification or pathways within special education and working with children in education settings (e.g., bilingual aides, paraprofessional, teacher assistants). In at least one case, a student had certification but improving English would drive future opportunities within the career pathway.

Most participating students from Chino were English language learners focused on attending school to improve speaking/conversation skills. Within that group, some students looked to improve English for career purposes, mostly within education.

For the most part, students participating in the focus groups from Chaffey mentioned goals around upskilling (e.g., learning computers) or getting their GED to be able to go to college or into a career pathway (i.e., nursing). Some students mentioned attending classes to improve English for reasons such as communicating better with their children's teachers or their kids themselves.

Path to Schools and School Choice

In almost all cases, the students we spoke to learned about their chosen institutions through other people in their lives referring them to the school. For participating Fontana students this meant finding out about the school through involvement with a child's K-12 school district and from a family member. Students from Chino mentioned learning about their school from a friend, spouse, or teacher who encouraged taking classes. In one instance, a student mentioned not knowing the school existed until a colleague referred it, knowledge that allowed the student to conduct online research. A Chaffey student noted learning about programming from another adult taking classes at the school.

While proximity was a key reason for choosing an institution across all three sites, Fontana students noted the lure and availability of upper-level classes, a faster route to certification, and classes that aligned to student interests and goals. Chaffey students noted class affordability, including free classes, played into their school choices. One Chaffey student noted that the option of offsite classes was a sway. The student wouldn't have chosen to attend classes otherwise.

School Supporting Goals

Fontana students answered that they felt the school helped to meet their goals through supportive, engaging, and helpful teachers. Teachers were viewed as being helpful in and out of classes, providing encouragement, and offering motivation. Free classes also helped with goals. However, some students noted that class content did not always align enough with advancement or needs within career sequencing. For one student, the content within the special education pathway (child education) felt too general, and the student thought of seeking courses elsewhere. Another student wanted and needed ESL courses at Fontana but felt there was encouragement to go to Chaffey classes.

Participating student from Chino also thought their school was helping with goals, in this case learning how to improve English. Teachers again were perceived of being the most helpful in meeting goals because of their expertise, flexibility, encouragement, investment, and for helping to motivate students and make connections for them. Participating Chaffey students also mentioned that teachers were supportive, especially with meeting student learning at an individual's pace. They also noted plentiful course opportunities and flexible schedules and types.

Course Selection

Outside of ESL, students from Fontana and Chaffey noted that course selection usually occurred as part of a course sequence or career pathway program, with some students able to choose which classes to enter. ESL classes were based on language assessment tests (i.e., CASAS). Chino students that we spoke with within ESL placed into levels four and five. These upper-level courses seemed shared within a single class. Additionally, one Chino student noted being able to self-declare into ESL courses.

Perceptions of High-Quality Courses

All the students we spoke with attributed aspects of high-quality courses to their teachers. Fontana students mentioned that high-quality classes included teachers who love teaching and what they are doing, who are experienced and student-centered, and who are motivated and motivating. They also mentioned that high-quality classes include hands-on work. In one instance, a student noted needing more hands-on, experiential learning relevant to a career pathway (special education at the primary/elementary level).

Chino students indicated that high-quality courses included teachers who are prepared for class and patient, who are student-centered allowing students to talk more, and who have engaging materials and fun activities. As ESL students, their perceptions of high-quality classes moved beyond teaching merely vocabular and grammar.

A Chaffey student also highlighted teachers when talking about course quality. The student underscored a teacher who is available and flexible and works at a student's pace, thus elevating self-esteem. Focused peers and having the right course materials or tools were also important to this student.

Class Desires and Impact

Both Fontana and Chaffey students we spoke to offered their thoughts on what they would like to have in courses. Fontana students mentioned wanting more and longer full-time classes, and more time to learn where classes aren't only for beginning students. In addition, some students wanted more experiential learning tied to career pathways (e.g., a shadowing opportunity or being brought into a classroom to observe a paraprofessional or teaching assistant pathway). Chino ESL students requested newer materials and tools, and higher academic or challenging course material.

When talking about course impact, all students spoke positively about their schools. For the most part, Fontana students thought coursework was helping to prepare them and that classmates were communicative and felt like "family." Chaffey students reiterated that teachers were supportive and helped with self-esteem, and one Chino student mentioned that their class experience was "perfect."

Class Suggestions and Additions

Fontana students that we spoke to suggested additional classes such as culinary arts, food handler, more conversation classes for English learners, and classes that helped English learners transition to college, such as college-level English and essay courses.

Chino students also mentioned culinary art and baking courses, and added nutrition, first-aid/medical classes. Classes that English learners underscored were those that incorporated more upper-level work and challenges with reading and comprehension, adding literature and essay writing, transition courses from ESL to college-level English courses, and conversation skills. These students also voiced the value of having classes that taught American culture and the social knowledge that could help with life skills (e.g., what to do at a hospital, how to deal with a broken car situation, etc.).

Students also spoke about their experiences with online courses. For the most part Fontana students we spoke to preferred in-person courses, though there was a recognition that online courses could offer support for students facing time challenges (e.g., taking care of family members or full working hours). One student, how had to drop out of classes to care for an aging family member, would have been able to stay in school if remote options were made available. Two students, one from Chino and one from Chaffey, appreciated their online experiences. The student at Chino found that online classes helped to understand students with more clarity, and the student from Chaffey wouldn't have joined classes if they hadn't been available remotely.

Student Challenges and School Response

The students we talked with experienced a range of challenges and hardships that affected their school goals. Fontana students spoke about full-time childcare or family responsibilities (e.g., caring for ill or aging family members); either working to keep up with a class pace or, inversely, desiring more than book work; unanticipated life challenges; and English language challenges. Chino students spoke about time constraints due to working schedules, conflicting information about classes, and not having enough conversational practice in English courses. Additionally, COVID caused school interruptions.

Chaffey students we spoke with also mentioned juggling childcare and time in classes with life responsibilities (e.g., juggling homework, school, and children). Time and transportation issues also

came up, as well as a feeling that classes were short teachers, which made some students feel constrained for seeking out supports. Some students also perceived that information they received conflicted, such as with course offerings against catalogue offerings.

Help those students said they received to address challenges primarily included teacher-driver responses and strategies. For Fontana and Chaffey students, supports included teachers providing extra academic help (e.g., a tutoring lab) or Zoom classes to work around attendance challenges. Chaffey students also noted peer-to-peer supports. A Chino student underscored how a teacher provides encouragement as well as flexible support.

Knowledge about School Supports and Needs

Students we spoke to from both Fontana and Chaffey said that they weren't quite sure or didn't know about the types of support services the school offers, though a Chaffey student clarified that supports were unknown other than teachers and peers. Instances that students did refer to for supports at Chaffey included learning about career services by word-of-mouth, seeing posters on campus, or someone coming into class once to mention services. A Chino student noted that the teacher offers supports.

That said, a few students mentioned having sought supports, particularly career services for both Chino and Chaffey students, and a guidance counselor for information about pathways at Chaffey. A Chino student mentioned being encouraged to register for college, while a Fontana student noted signing up with the American Job Corps for support. Those who received support found it helpful. Impact of support received from Chino included feeling a sense of belonging, having encouragement, and having available opportunities. A Chaffey student mentioned that impact from help received included connections and motivation.

Supports that participating Fontana students suggested included career guidance, childcare, food supports such a pantry, and workshops outside of class time. Chaffey students we talked to suggested more information and outreach about services offered. These suggestions included a service-information number; updated and relevant marketing, information, and posters; and informing students around where to go to ask for help. In addition, Chaffey students also thought childcare and transportation services would be useful. The students we spoke with from Chino also mentioned a need for more information, preferably in-person, and guidance around pathways.

Student Suggested School Improvements

The students we spoke with offered their ideas and suggestions for school improvement. Student suggestions for Fontana included offering morning and night class schedules, a place or center to drop off kids (including teens), a student club or organization, updated resources such as computer labs, and more funding for projects. English learners at Chino wanted similar supports that non-ESL students received at the school, separate classes for ESL levels four and five, transportation services, and informational workshops or counselors going into classes to talk about supports.

Suggestions for Chaffey included a variety of ideas such as: improving the voucher/testing system, offering childcare, providing longer classes, providing dual enrollment programs, addressing teacher

shortages, and creating or updating outreach and informational materials as well as advertising class opportunities (e.g., through school newspaper and updated course catalogue).



WECC
April 22, 2022

3 Year Plan

Section 2: Assessment

Opportunity Maps: Supporting
Transitions to Postsecondary Education
and Career Pathways



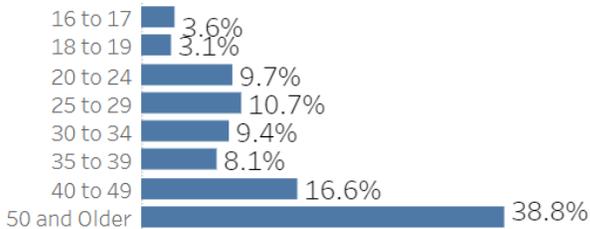
Demographic & Economic Assessment

1. Sociodemographic Data
2. Largest Sectors
3. LMI by service area and county
4. Transferable Skills Data
5. LWA Plan Alignment

WECC Service Area Socio-Demographic Data 2021 CAEP Fact Sheets

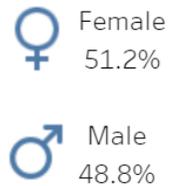
AGE

overall population



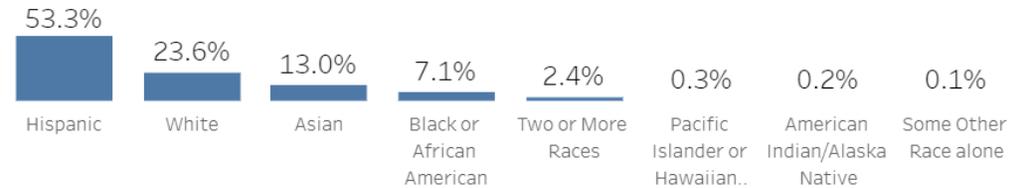
GENDER

overall population



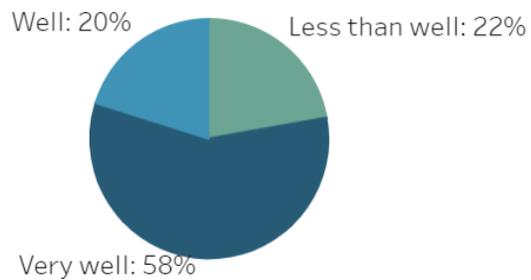
RACE/ETHNICITY

overall population



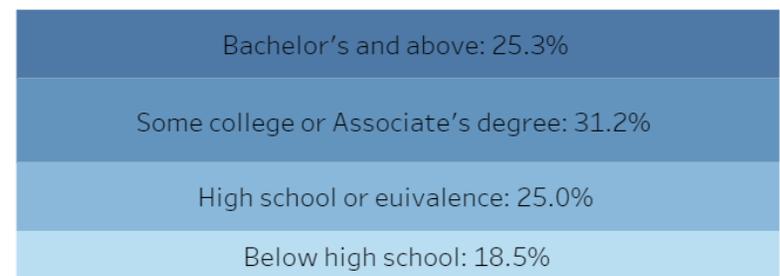
ENGLISH LANGUAGE ABILITY**

overall population



EDUCATIONAL ATTAINMENT

overall population



WECC Service Area Socio-Demographic Data

American Community Survey 2020 Demographic Data

overall population

716,459

Adult Education Pipeline 2020 Demographic Data

Total Individuals Served

10,756

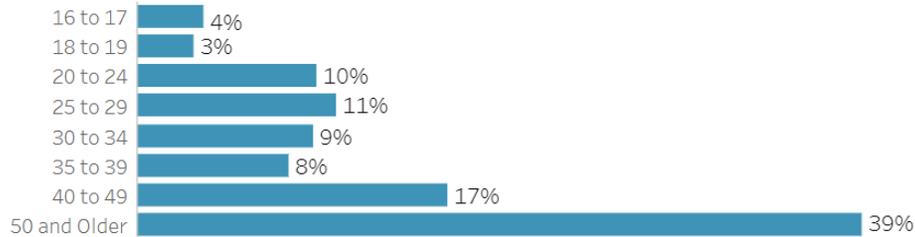
Participants with 12+ Contact Hours

7,297

Total Population by Demographic Group

AGE

overall population



Data by Demographic Group

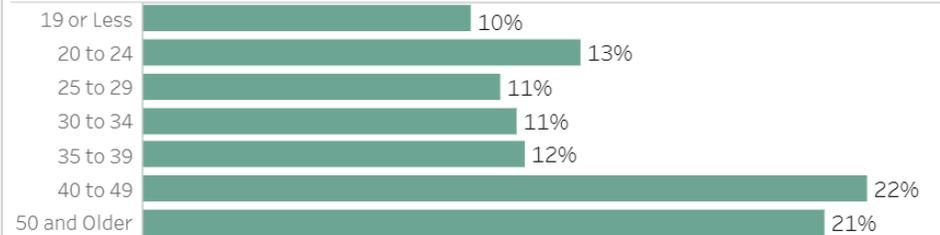
View data among:

Total Individuals Served

N = 10,756

AGE

Total Individuals Served



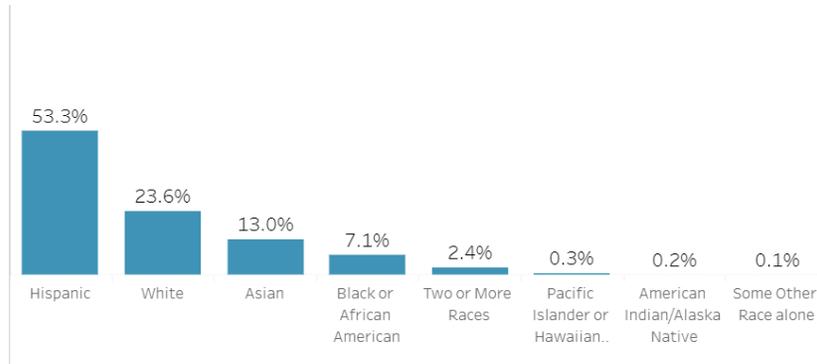
WECC Service Area Socio-Demographic Data

American Community Survey 2020 Demographic Data

GENDER overall population



RACE/ETHNICITY overall population

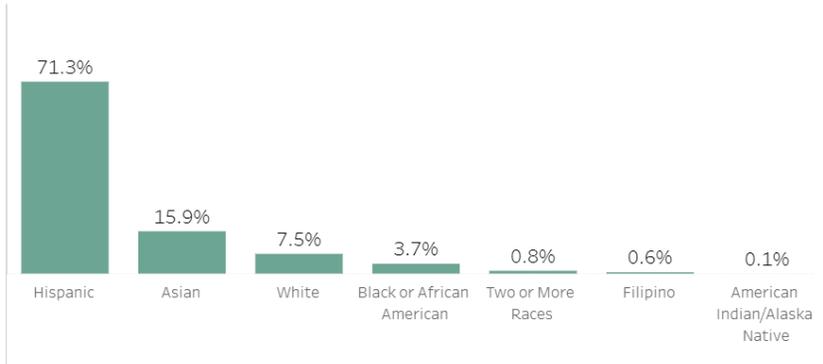


Adult Education Pipeline 2020 Demographic Data

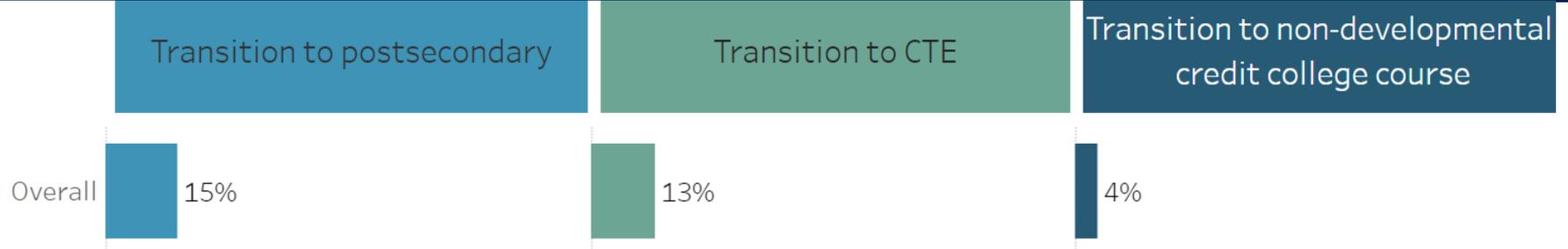
GENDER Total Individuals Served



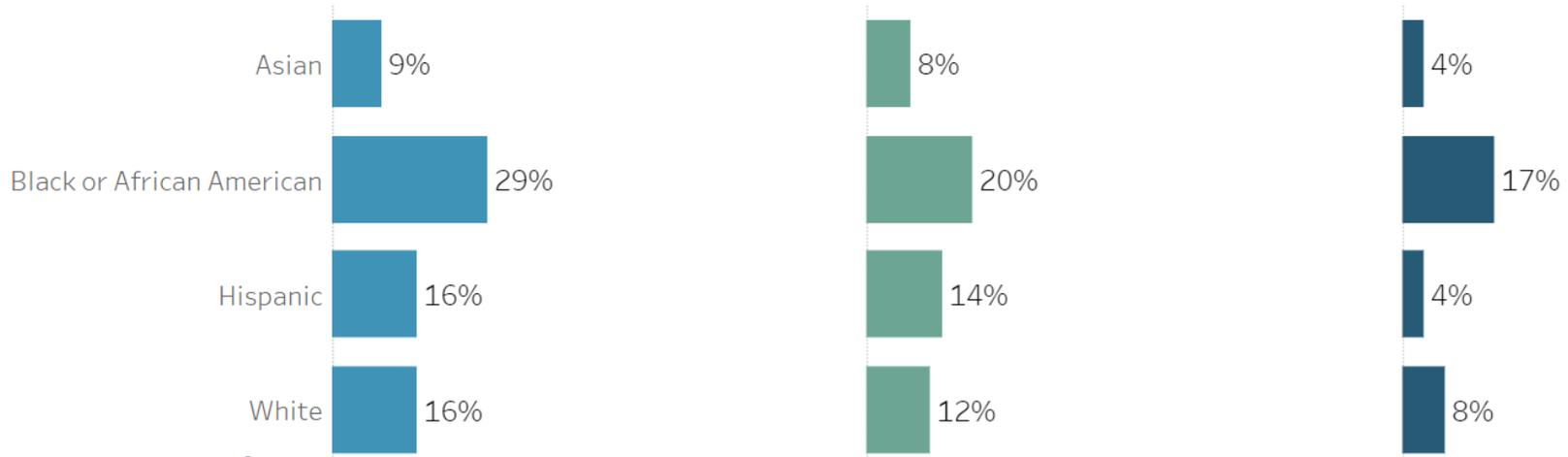
RACE/ETHNICITY Total Individuals Served



WECC Service Area Transitions Data – 2019



BY RACE/ETHNICITY



WECC Service Area Transitions Data - 2019

Transition to postsecondary

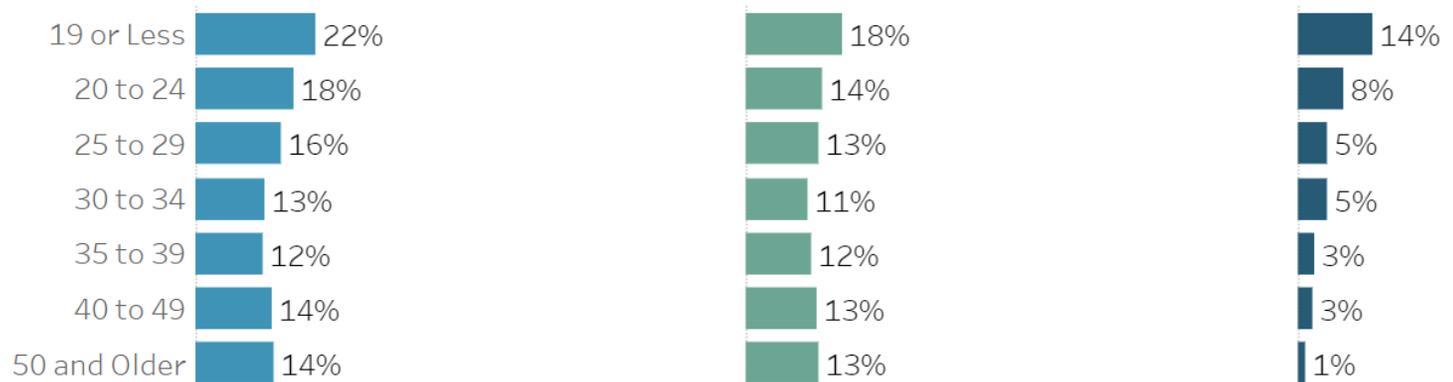
Transition to CTE

Transition to non-developmental credit college course

BY GENDER



BY AGE CATEGORY

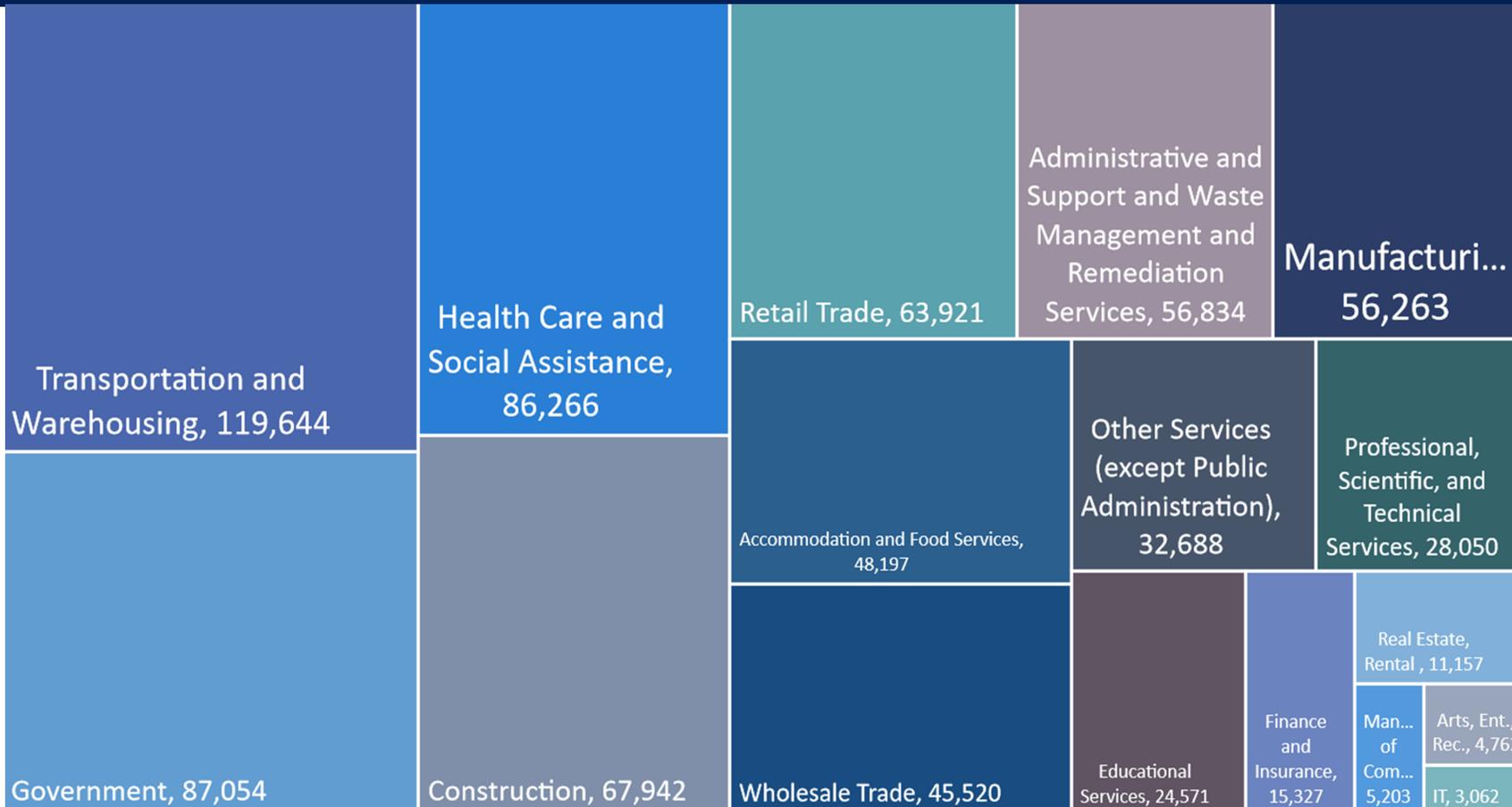


San Bernardino County Population and Unemployment by Race & Ethnicity

Race and Ethnicity	Population by Race		Unemployment Rate
	2020		December 2021
White alone	782,691	36%	62%
Black or African American alone	184,558	8%	24%
Asian alone	182,287	8%	13%
Hispanic and Latino	1,170,913	54%	60%
American Indian, Alaska Native, Native Hawaiian, Pacific Islander alone	41,663	2%	1%
Total Population 2,181,654			

Source: 2020 Decennial Census; Emsi: U.S. BLS QCEW

WECC Service Area Largest Industry Sectors by Job Count



San Bernardino County

Largest Occupations that require a HS diploma/GED, some college, or a bachelors degree.

Living Wage
\$16.75

<https://livingwage.mit.edu/counties/06071>

Largest Occupations	2021 Jobs	2026 Jobs	% Change	2020 Median Hourly Earnings
Stockers and Order Fillers	33,000	36,788	11%	\$15.20
Home Health and Personal Care Aides	29,873	38,407	29%	\$13.86
Registered Nurses	17,678	19,317	9%	\$52.61
Office Clerks, General	14,817	15,333	3%	\$17.79
Light Truck Drivers	10,815	12,692	17%	\$21.15
Customer Service Representatives	10,162	10,623	5%	\$18.10
General and Operations Managers	9,934	10,792	9%	\$47.65
Elementary School Teachers, Except Special Education	9,712	9,624	(1%)	\$44.20
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	9,689	9,670	(0%)	\$20.72
Project Management Specialists and Business Operations Specialists, All Other	8,442	8,976	6%	\$32.79
Teaching Assistants, Except Postsecondary	8,432	8,452	0%	\$17.20
Carpenters	8,393	8,646	3%	\$24.27
First-Line Supervisors of Office and Administrative Support Workers	8,122	8,491	5%	\$28.38
First-Line Supervisors of Retail Sales Workers	7,793	7,791	(0%)	\$20.95
Bookkeeping, Accounting, and Auditing Clerks	7,730	7,923	3%	\$21.32
Sales Representatives, Wholesale and Manufacturing, Except Technical and Sales Support	7,317	7,802	7%	\$28.50
Security Guards	7,214	7,947	10%	\$16.69
Maintenance and Repair Workers, General	7,182	7,773	8%	\$21.63
Shipping, Receiving, and Inventory Clerks	6,757	7,266	8%	\$16.77
Childcare Workers	6,332	5,848	(8%)	\$13.33
Miscellaneous Assemblers and Fabricators	6,250	6,099	(2%)	\$14.93
First-Line Supervisors of Transportation and Material Moving Workers	5,887	6,838	16%	\$28.31
Secondary School Teachers, Except Special and Career/Technical Education	5,667	5,645	(0%)	\$42.57
Personal Service Managers, All Other; Entertainment and Recreation Managers, Except Managers	5,222	5,559	6%	\$35.09
Substitute Teachers, Short-Term	5,042	5,147	2%	\$17.86
Medical Secretaries and Administrative Assistants	4,527	4,873	8%	\$18.77
First-Line Supervisors of Food Preparation and Serving Workers	4,371	4,959	13%	\$17.91
Accountants and Auditors	4,197	4,483	7%	\$34.76

San Bernardino County

Highest Paying Occupations that require a HS diploma/GED, some college, or a credential.

Living Wage
\$16.75

<https://livingwage.mit.edu/counties/06071>

Highest Paying Occupations	2016 Jobs	2021 Jobs	% Change	2020 Median Hourly Earnings
Air Transportation Workers	943	1,045	11%	\$57.33
Operations Specialties Managers	7,701	9,163	19%	\$51.05
Law Enforcement Workers	5,985	6,146	3%	\$47.22
Supervisors of Protective Service Workers	973	1,190	22%	\$44.74
Occupational Health and Safety Specialists and Technicians	294	456	55%	\$40.00
Rail Transportation Workers	1,341	1,196	(11%)	\$39.46
Computer Occupations	9,525	11,755	23%	\$39.15
Supervisors of Installation, Maintenance, and Repair Workers	2,296	2,574	12%	\$39.06
Other Management Occupations	16,022	19,671	23%	\$38.56
Plant and System Operators	1,568	1,574	0%	\$37.63
Firefighting and Prevention Workers	1,231	1,413	15%	\$33.61
Financial Specialists	9,159	9,383	2%	\$33.54
Business Operations Specialists	21,868	27,624	26%	\$32.30
Supervisors of Construction and Extraction Workers	2,661	3,386	27%	\$31.84
Drafters, Engineering Technicians, and Mapping Technicians	2,979	3,200	7%	\$31.54
Supervisors of Production Workers	2,850	2,673	(6%)	\$30.24
Sales Representatives, Wholesale and Manufacturing	9,166	8,184	(11%)	\$29.71
Media and Communication Workers	2,563	2,505	(2%)	\$29.00
Other Construction and Related Workers	1,728	2,087	21%	\$28.82
Water Transportation Workers	289	346	20%	\$28.80
Electrical and Electronic Equipment Mechanics, Installers, and Rep	3,713	3,375	(9%)	\$28.69
Supervisors of Office and Administrative Support Workers	7,530	8,246	10%	\$28.38
Supervisors of Transportation and Material Moving Workers	3,721	6,051	63%	\$28.30
Occupational Therapy and Physical Therapist Assistants and Aides	608	773	27%	\$27.50
Media and Communication Equipment Workers	1,276	1,352	6%	\$27.10
Librarians, Curators, and Archivists	889	929	5%	\$26.38
Legal Support Workers	1,393	1,515	9%	\$26.09
Counselors, Social Workers, and Other Community and Social Ser	11,067	15,025	36%	\$26.07
Health Technologists and Technicians	14,477	16,572	14%	\$25.02
Other Healthcare Practitioners and Technical Occupations	388	508	31%	\$24.92

WECC Service Area

Largest
Occupations with
annual openings
in the 34 zip
code service
area

Living Wage \$16.75

<https://livingwage.mit.edu/counties/06071>

Largest Occupations	2020 Jobs	2025 Jobs	Avg. Annual Openings	Pct. 10 Annual Earnings	Typical Entry Level Education
Laborers and Freight, Stock, and Material Mover	33,480	38,776	5,450	\$26,928.83	No formal educational credential
Stockers and Order Fillers	24,324	26,824	3,562	\$26,915.39	High school diploma or equivalent
Heavy and Tractor-Trailer Truck Drivers	20,389	22,837	2,675	\$28,978.67	Postsecondary nondegree award
Home Health and Personal Care Aides	17,655	22,805	3,675	\$27,022.37	High school diploma or equivalent
Fast Food and Counter Workers	16,484	18,749	3,637	\$27,029.03	No formal educational credential
Cashiers	15,519	15,337	2,647	\$26,993.83	No formal educational credential
Retail Salespersons	14,315	14,905	2,045	\$26,939.69	No formal educational credential
Office Clerks, General	12,999	13,352	1,520	\$26,993.57	High school diploma or equivalent
Industrial Truck and Tractor Operators	10,606	12,441	1,495	\$29,898.61	No formal educational credential
Registered Nurses	9,660	10,954	752	\$73,081.54	Bachelor's degree
Light Truck Drivers	9,206	10,865	1,347	\$26,860.85	High school diploma or equivalent
Carpenters	9,179	9,451	884	\$26,342.99	High school diploma or equivalent
Construction Laborers	8,779	9,314	949	\$21,050.93	No formal educational credential
General and Operations Managers	8,719	9,406	807	\$50,284.38	Bachelor's degree
Secretaries and Administrative Assistants, Except	8,484	8,455	886	\$27,334.75	High school diploma or equivalent
Customer Service Representatives	8,406	8,747	1,101	\$27,994.17	High school diploma or equivalent
Postsecondary Teachers	8,250	9,046	826	\$53,706.20	Doctoral or professional degree
Landscaping and Groundskeeping Workers	8,169	8,655	1,115	\$18,002.54	No formal educational credential
Janitors and Cleaners, Except Maids and Househ	8,147	8,546	1,097	\$26,568.76	No formal educational credential
Sales Representatives, Wholesale and Manufact	7,652	7,968	783	\$30,331.58	High school diploma or equivalent
Bookkeeping, Accounting, and Auditing Clerks	6,824	6,910	760	\$29,511.70	Some college, no degree
Project Management Specialists and Business O	6,779	7,213	688	\$34,989.41	Bachelor's degree
First-Line Supervisors of Office and Administrativ	6,690	6,986	705	\$37,118.04	High school diploma or equivalent
Miscellaneous Assemblers and Fabricators	6,549	6,040	600	\$27,103.41	High school diploma or equivalent
Elementary School Teachers, Except Special Ed	6,437	6,546	452	\$59,798.52	Bachelor's degree
Packers and Packers, Hand	6,354	6,756	926	\$26,694.27	No formal educational credential
Shipping, Receiving, and Inventory Clerks	5,932	6,300	635	\$27,453.98	High school diploma or equivalent
Security Guards	5,916	6,479	854	\$28,875.94	High school diploma or equivalent
Teaching Assistants, Except Postsecondary	5,780	5,902	580	\$27,324.72	Some college, no degree

**Adult Education
students are
seeking economic
mobility and
stability.**

Transferable Skills increase an individual's opportunity in the labor market by increasing their value as a worker.

Pathway design can broaden economic opportunity for Adult Education students by incrementally increasing their skills and specialized knowledge along their educational pathway...resulting in Wage Increases along the career path.

Pathways from Adult Ed to Bachelors degrees may be designed with multiple on-ramps and off-ramps that increase job opportunity by continuing to build on the student's skills while affording flexibility required by life circumstances.

High-demand Occupations with Pathways that begin in Adult Education

Key Equity Strategy : Ensure students can articulate the transferable skills they have learned



Verbal and written communication
Digital Literacy/MOS
Basic Math
Time Management & Organization Skills



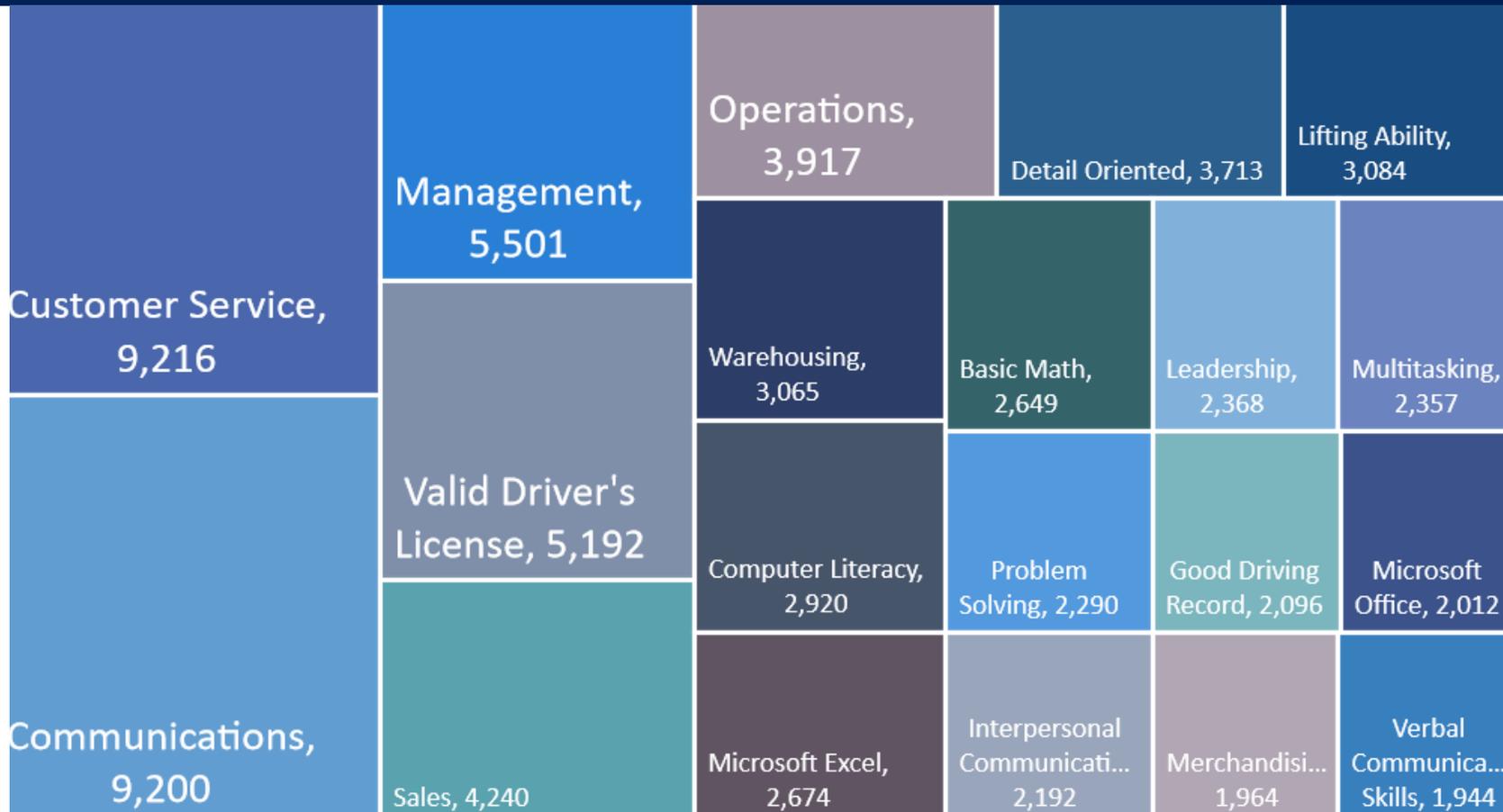
Verbal and written communication
Digital Literacy/MOS
Basic Math
Time Management & Organization Skills



Verbal and written communication
Digital Literacy/MOS
Basic Math
Time Management & Organization Skills

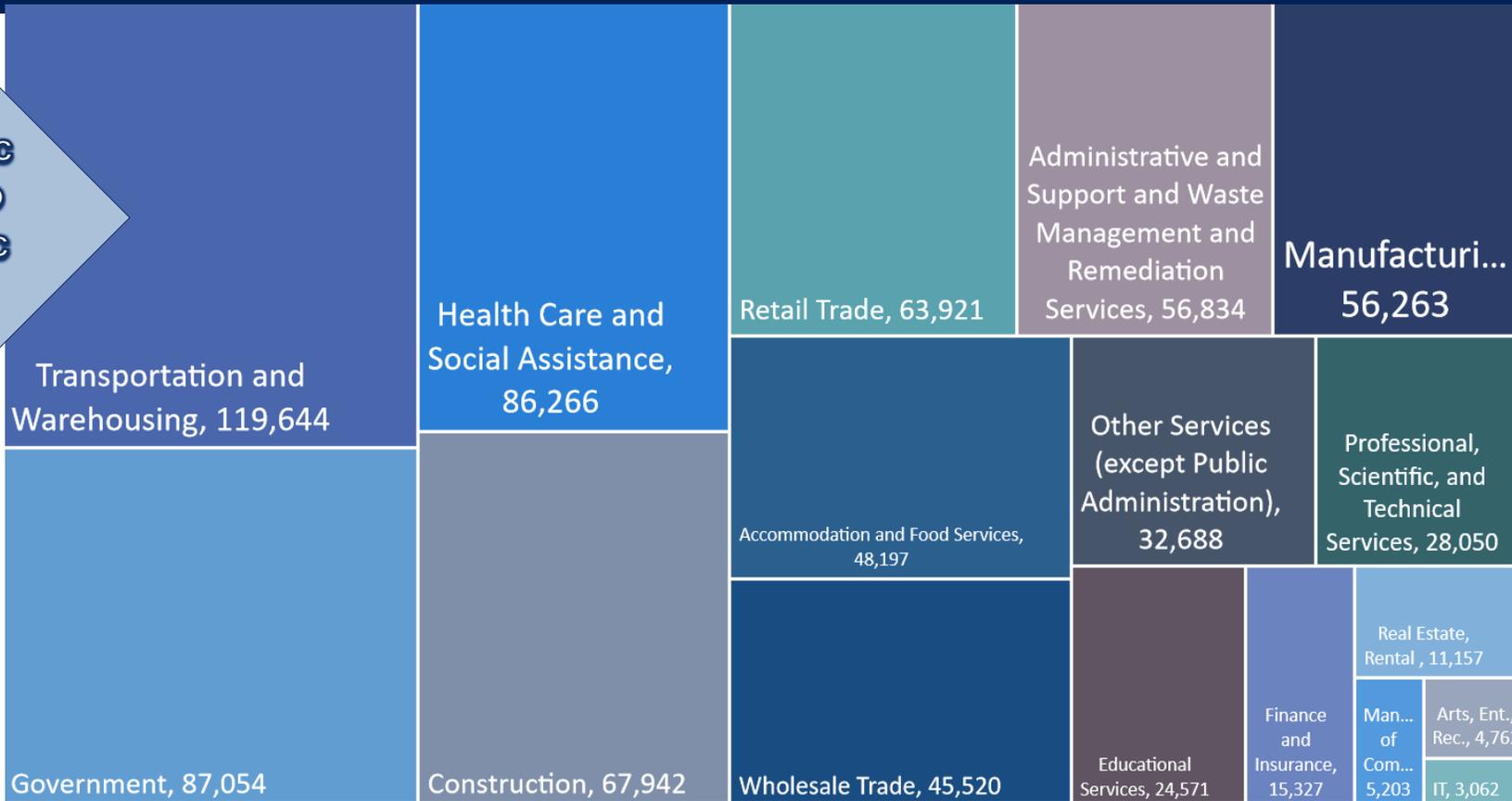
Let's talk about Transferable Skills in San Bernardino County...

Most frequently posted skills in San Bernardino County 2021-2022 Job Postings



Transferable skills can align with multiple occupational pathways across industry sectors in the WECC Service Area

How do we contextualize basic skills education to increase economic mobility and stability?



San Bernardino County Local Workforce Area Plan Alignment

-SBCWDB 2021-2024 LWA Plan

Goals #1 and #3 can be leveraged in the WECC 3-year Plan to increase the amount basic skills education that is contextualized to local industry needs and increase access to support services for students.

SBCWDB conducted a stakeholder and community engagement process, and developed a set of goals to meet the needs of SBC:

1. Sector-Based Career Pathways: Continue to develop and measure participant success in career pathways for both youth and adults, with a focus on the following sectors:

- Transportation and Logistics
- Manufacturing
- Healthcare and Social Assistance
- Construction
- Professional Services

3. Access and Inclusion for All: Work with Core Partners and AJCCs to improve access to technology, build digital literacy skills, develop population-specific programs and support organizational development that drives equity and high road principles.

The WECC 3-year Plan can leverage the SBCWDB pathway planning for students seeking jobs in manufacturing, healthcare, construction and transportation and logistics.

Figure 2: SBCWDB Focus Sectors and Sample Training Opportunity

Manufacturing: InTech Center and High Desert Training Center

The Industrial Electrical and Mechanical Pre-Apprenticeship prepares job seekers for careers in manufacturing, distribution and other industries covering advanced technology in plant operations, industrial electrical and mechanical trades, troubleshooting industrial controls, hydraulics, pneumatic controls, oxyfuel cutting, and Amatrol Certifications

Healthcare: San Bernardino Valley College

The Nursing Department offers a sequence of courses leading to an AS degree in nursing where students learn to function in a variety of healthcare settings and assist patients through the nursing process, and graduates are eligible to take the national licensing exam to become licensed as a Registered Nurse in California.

Construction: Job Corps

Job Corps offers youth introductory and pre-apprenticeship programs that prepare them for apprenticeships in the Carpentry, Electrical and Painting trades. All training programs provide hands-on instruction in addition to classroom instruction.

Transportation and Logistics: Chaffey College

Supply Chain & Management (AS degree) provides a working knowledge of transportation, warehousing, and supply chain management prepares for Logistics Supervisor, Global Trade and Logistics Analysts, and Supply Chain Operations Manager.

Professional Services: CE-Oh! Entrepreneurship Training

Source: SBC WDB Local Workforce Area Plan 2021-2024

Thank You!

