

08 West End Corridor/Chaffey Regional AE Consortium

Plans & Goals

Executive Summary

Accomplishments

West End Corridor Consortium (WECC) member representatives (Executive Committee) have approved the new 2022-25 Three-Year Plan, and analyzed it with the intention of prioritizing strategies for inclusion in the 2022-23 Annual Plan. The group also reviewed its current Annual Plan to gauge progress made in the past year.

Accomplishments include:

- A modest increase (10%) in adult school enrollment consortium-wide
- Average percent of WIOA students with pre-/post-tests is greater than 70% consortium-wide
- The number of WIOA students with learning gain increases (EFL) rose 60% over 2020-21
- The number of HSE/HSD graduates reported almost matches the 2019-20 figure
- Improved outreach via a broadcast marketing campaign
- Incorporation of digital literacy skills across the curriculum
- Enrollment in the Chaffey College Partnership and Dual Enrollment programs continued to grow
- Increased resources devoted to career planning and transitions to postsecondary and workforce
- Increased collaboration with the AJCC and local employers
- New or ongoing co-located college programs such as ESL, CNA, HVAC, EMT and (planned) Construction Trades
- Implementation of streamlined online registration processes
- Adjustment increase of allocations to FAS and CVAS so that community needs are met
- Ongoing work of the Data Group and other ad-hoc committees to support Consortium planning
- Addressing student barriers to success by providing services when possible or developing referral systems
- Attention to flexible programming and virtual, accelerated, and integrated instruction and training
- Support for staff to participate in relevant local, regional, and statewide PD events
- New & improved WECC website

Most projects proposed in the 2022-23 Annual Plan are ongoing. These include improved marketing & outreach efforts; varied and flexible programming including virtual platforms; increased in-demand CTE offerings; support of basic skills, English literacy, and digital literacy across the curriculum; focus on integrated and accelerated programs; increased access to support services; continued resources for career, transition, and dual enrollment opportunities; and timely professional development for staff.

Challenges and future goals

The Executive Committee identified challenges faced in the past year and new directions that could be considered moving into the future. Of course, the COVID pandemic continued to result in lower-than-normal enrollment, although last year did see some growth over the previous year at several member institutions. CTE programs struggled to remain viable in the switch to online or hybrid platforms with limited hands-on instruction. One member had trouble replacing staff who left over the course of the year, and had to cut back on programming. On the other hand, college partnership and dual enrollment numbers held their own, with many students preferring the flexibility of virtual and/or asynchronous classes. Essentially, overall goals and priorities remain the same as in the outgoing Annual Plan, but strategies to accomplish these goals may be modified. For example, print and broadcast marketing may be de-emphasized in favor of more focused, local targets, and social media methods.

Vision

WECC members embrace a philosophy of collaboration and transparency in their communication with one another. They strive to take a regional, data-driven approach to planning and share successful practices with one another in order to have a positive collective impact on their communities. They realize the importance of working with other public and private service providers and employers in the region to serve the needs of the “whole” student. The overarching goal of the WECC is *to improve outcomes through better programs and services to more individuals in the region so that ultimately these individuals can seek better jobs, function fully in society, and enjoy a higher standard of living.*

Planned allocations are consistent with the new 3-Year Plan

Funds will be allocated to support the goals of the Three-Year Plan with regional outcomes in mind. The Executive Committee will meet regularly and review regional and consortium data in order to make informed fiscal decisions. Outcomes will be evaluated and strategies may be modified in order to meet the expected results described in the Plan. Efforts will continue to be made to provide members with sufficient funding to meet the needs of their communities. Adjustments to allocations will be considered with respect to emerging needs, gaps and redundancies.

Regional Planning Overview

The WECC 2022-25 Three-Year Plan has been approved and its objectives are supported by all members. These are objectives that the member institutions are already working toward or have agreed should be prioritized. Regional demographics and labor market projections have been taken into account, consortium and member data has been analyzed, and student/staff input (via the WestEd surveys and other means) was incorporated. The Annual Plan is directly linked to the Three-Year Plan via objectives, strategies, activities and metrics. At the end of the program year, progress will be evaluated using the “Short-Term Outcomes” section under “Activities & Outcomes,” and this analysis will be used to formulate the subsequent Annual Plan.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

CTE Programs: Gaps in CTE programs will continue to exist as labor market needs in the region shift. WECC will continue to analyze, diversify and strengthen its CTE offerings, including on and off-site dual enrollment opportunities with Chaffey College and collaboration with business/industry partners.

How do you know? What resources did you use to identify these gaps?

WECC leadership regularly reviews available employment data provided by San Bernardino County. Members also communicate with industry partners and employers on a local basis. Students are asked to identify educational and career goals early on, and with the help of teachers and counselors, to develop a road map to reach their objective. Student surveys are conducted on a yearly basis, at minimum, to identify student needs and interests. Adult school members participate in ongoing WIOA I/II MOU collaboration, and through this process receive up-to-date employment and labor market information. Chaffey College participates in other state/county initiatives and with workforce partners to offer effective, in-demand CTE programs.

How will you measure effectiveness / progress towards meeting this need?

CTE is an area that is discussed regularly in WECC meetings, so members are aware of what others are doing. Efforts are made to avoid duplication and to support members who wish to implement a pilot program with potential for expansion. WECC will monitor enrollment in CTE programs and consider demand and waiting lists (if any.) Completion and other measures of success, such as skills benchmarks or intermediate certificates, will be examined. Student feedback regarding the quality of the programs and future employment outcomes will be requested.

Regional Need #2

Gaps in Service / Regional Needs

Community Awareness: Regional demographic data indicate that there are many individuals in the region in need of English language improvement, basic literacy or math skills, secondary credentials, or career/employability skills. There are many

reasons why these individuals do not take advantage of adult education, but WECC believes that there is a general lack of knowledge regarding free or low-cost public adult education. Efforts have been made, and will continue to be made, to publicize WECC programs in the region.

How do you know? What resources did you use to identify these gaps?

Recent census data show that there are many more potential students in the region than those served by WECC members. Most students indicate that they learned about their adult school through word of mouth. Student goals and barriers are collected upon enrollment, and these are analyzed in order to tailor programs and services that would make enrollment possible for more students. Students are surveyed and asked to evaluate the registration and intake process so it may be streamlined in the future. They are also asked to identify which support services would facilitate their educational/career journey.

How will you measure effectiveness / progress towards meeting this need?

Student enrollment data is analyzed periodically by the Data Group and WECC Executive Committee. Targets have been set for the next 3 years in the Three-Year Plan and it is expected that numbers will exceed the pre-pandemic level by 2025. WECC members will continue to monitor enrollment, persistence, and outcomes, and will share with one another successful methods of attracting potential students in their communities.

Regional Need #3

Gaps in Service / Regional Needs

Digital Literacy Skills: It has become increasingly clear during the recent pandemic that digital literacy is a necessary skill for the workplace, education, and multiple aspects of everyday life. WECC education and training programs must incorporate these skills across the curriculum as a means of narrowing the equity gap and ensuring that graduates and completers are ready to function in society and compete in the workplace.

How do you know? What resources did you use to identify these gaps?

Inequities in technology access and skills were observed and addressed to the extent possible during the pandemic. Students have been surveyed and interviewed (formally and informally) and have indicated interest in learning new technologies. Most job postings in the region include mastery of digital literacy skills to one degree or another, in addition to basic employability soft skills and career-specific skills.

How will you measure effectiveness / progress towards meeting this need?

Most WECC members offer online registration, at least as an initial step in the enrollment process. They are monitoring the success of the process and will adjust as necessary. They are also making use of online platforms in almost all programs, and teachers can monitor time spent and progress made using these platforms. Some schools already have or are planning to implement orientation programs that contain a digital component, such as creating an email address, signing onto a school computer, saving work, doing Internet research, online etiquette and safety, and creating a profile on a platform such as Career Cruising. Student progress will be evaluated and staff feedback taken into account.

Regional Need #4

Gaps in Service / Regional Needs

Integrated/Accelerated/Dual Enrollment Programs: Many potential students in the region are already working or must stay home to care for children or other family members. These individuals could benefit from a wide variety of schedules and modalities in order to shorten the amount of time needed to achieve their goals. These are the individuals mentioned in #1 above who need to improve their English, get a HSD or HSE, or gain employability skills. Offering high-demand, focused, and accelerated programs is necessary to get them onto a viable educational or career path as soon as possible.

How do you know? What resources did you use to identify these gaps?

Members are committed to identifying student goals upon enrollment. They are providing platforms such as Career Cruising so that students can start to chart a path to their career goal and be prepared to seek employment when they complete their education/training. They are creating cohort models for students interested in particular careers (such as healthcare) and providing support to these students along the way. Students have been surveyed and interviewed to determine career interests

and barriers to success. LMI projections indicate which job sectors in the region are likely to grow and provide a pathway toward a living wage.

How will you measure effectiveness / progress towards meeting this need?

Cohort programs such as IELCE programs and college CTE programs are evaluated in terms of student completion/certificates earned, and if possible, future employment. CTE programs that are sequential can provide benchmarks to gauge student progress. Chaffey College closely tracks dual enrollment numbers and conducts an ongoing data match project that tracks adult transitions to the college. Students provide feedback on programs, and this is used for improvement, modification, or elimination. Members have relationships with local employers and receive feedback from them on the quality of training the students have received.

Regional Need #5

Gaps in Service / Regional Needs

Basic Skills, Secondary Credentials & English Literacy: Regional demographic information has always shown that a significant number of individuals in the region do not have secondary credentials or need to improve their English language skills. Consortium ESL, ABE, HSD and HSE programs are not at capacity, a situation that began to develop before the pandemic. Members are committed to offering highly effective and flexible programs in these areas, and are prepared to add sections as needed to meet the demand.

How do you know? What resources did you use to identify these gaps?

WECC member institutions have reported that their ESL and HSD/HSE programs have declined, partly due to the pandemic, but also due to the recent surge in the job market. Regional census information indicates that slightly more than 100,000 residents lack a high school diploma or equivalent, and almost as many speak English "less than well." More than 100,000 individuals are living "at or near the poverty line," probably some of these same individuals. There is clearly a need in the region for strong support of these programs. The current county employment boom is providing job opportunities for these residents with low academic and English skills that they may not have had previously, so members must take the needs of working students into account.

How will you measure effectiveness / progress towards meeting this need?

Success in ESL and ASE programs can be directly evaluated through pre- and post-testing, and number of diplomas or HSE certificates awarded. Enrollment, persistence, and progress can also be monitored. For WIOA II grantees (all four adult schools,) awards are directly based on these outcomes. Local student surveys are also conducted, as well as the CAEP and WIOA II Employment & Earnings Survey. Staff feedback via PLC's and WASC self-studies is useful for qualitative evaluation of these programs.

Address Educational Needs

2022-23 Strategies

Strategy Name

Intensify recruitment efforts region-wide

Activity that Applies to this Strategy

Improve marketing/outreach

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Some members are in a position to market widely, while others have limited resources. WECC will explore and consider the use of consortium-wide funds to increase marketing presence for all members, which may include any of the following: Printed materials, broadcast marketing, radio, DMV, movie theaters and other venues. Social media is also being considered, as well as leveraging the resources and expertise of the Chaffey College marketing department. Word of mouth is the most effective method of exposure to potential students, so ways of promoting this, such as student ambassadors and leadership groups, will also be explored.

This strategy aligns with the CAEP State Priorities: Equity, Marketing

Strategy Name

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

Activity that Applies to this Strategy

Co-located career-focused training and education

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Co-located classes and dual enrollment opportunities have grown, even during pandemic years. Chaffey College and WECC adult schools have collaborated to offer co-located CTE classes: HVAC and EMT at Chino Valley, and CNA at Fontana. A Construction Trades program is planned to open at Chino in 2023. Other offerings are being explored with Upland and Chaffey adult schools. Online dual enrollment opportunities are available to all students eligible for SB554 and the AE Partnership Program. It is a priority of the Consortium to continue to leverage resources and expand these opportunities.

This strategy aligns with the CAEP State Priorities: Equity, Learner Transition, Program Development

Strategy Name

Provide embedded or stand-alone training in digital literacy, with attention to ESL populations

Activity that Applies to this Strategy

Emphasize digital literacy skills

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Students of all ages and backgrounds are at a disadvantage if they do not have a working mastery of technology. Digital platforms form an important component of most programs, especially since the advent of the COVID pandemic. Students in all programs, including ESL, must feel comfortable communicating and collaborating virtually. They must know how to find reliable information online and understand the security aspects of Internet usage. Members have implemented or will explore the following activities:

- Orientation programs that include a digital literacy component
- Incorporation of digital platforms such as Burlington English, Aztec, GED Academy, and others
- Support for students with laptops, Chromebooks, and Internet access
- Online registration/application processes with supports in place
- Online workshops and meetings with counselors and support/transition staff
- Using career exploration software such as CareerCruising to set up a portable, electronic portfolio
- Requesting information and feedback from students via online surveys
- Attention to providing appropriate technology training and professional development for staff and instructors

This strategy aligns with the CAEP State Priorities: Equity, Technology and Distance Learning

Improve Integration of Services & Transitions

2022-23 Strategies

Strategy Name

Support career/transition planning by identifying student goals and developing individualized plans

Activity that Applies to this Strategy

Intensify career/transition planning

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Student goals are collected upon enrollment and will be required of all WIOA II adult schools in 2022-23. The Consortium finances Career Cruising and encourages its use across all programs. Teachers are trained in the use of SMART goals and recognition of student learning/skill benchmarks. Integrated programs allow students to reach goals faster, with earlier exposure to their career interest. WECC will continue to support members working to develop career pathways and roadmaps, undertake pilot projects, implement cohort models, and expand career/transition resources at their institutions. The Consortium will support the ongoing data match project conducted by Chaffey College to track the number of students from each of the adult schools who transition to college enrollment.

This strategy aligns with the CAEP State Priority: Learner Transition, Program Development, Program Evaluation

Strategy Name

Increase access to AJCC resources and improve referral processes to local/regional support services

Activity that Applies to this Strategy

Improve access to support services

Metrics that Apply to this Activity/Strategy

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

Strategy Description

WECC members will continue to support the WIOA I/II MOU in order to form a closer connection with regional workforce partners. Three of the adult schools are pursuing becoming AJCC "Connection Centers." Efforts are also being made to cross-train office staff, counselors, and teachers regarding local and regional opportunities for students who need support services such as childcare, basic needs, health care, and more. A common referral form is now available online, and other communication platforms are also being explored. There has been some sharing of personnel, such as adult school counselors spending time at the AJCC and vice-versa. Adult schools are pursuing inclusion in the ETPL, and staff have visited each other's sites to get a better idea of the services offered by each partner.

This strategy aligns with the CAEP State Priorities: Leadership, Learner Transition

Improve Effectiveness of Services**2022-23 Strategies****Strategy Name**

Increase access and success through effective programming and streamlined intake processes

Activity that Applies to this Strategy

Programming to ensure access and success

Metrics that Apply to this Activity/Strategy

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

Strategy Description

WECC members are making a concerted effort to recruit and retain students in the aftermath of the pandemic and to promote equity. They are streamlining the application and intake processes by simplifying application forms and providing online registration. They are using demographic and consortium data, and student input, to design and evaluate programs. There are many options available to students who need the flexibility of open entry/exit programs; online, hybrid, or in-person classes; and dual enrollment, integrated, accelerated, or contextualized programs. Chaffey College has developed increased online counseling services, including workshops and individual appointments.

This strategy aligns with the CAEP State Priorities: Equity, Program Development, Program Evaluation

Strategy Name

Facilitate student transitions through use of data, improved communication, and SB554

Activity that Applies to this Strategy

Pursue "Student Transition/Acceleration" group

Metrics that Apply to this Activity/Strategy

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

Strategy Description

Support personnel who work with students to ensure that they make good progress and pursue transition to postsecondary education, career training, and the workforce must communicate with one another and be aware of opportunities both within and outside the Consortium. These individuals can provide much insight into why students are or are not making progress, and can aid in the design of programs that would result in better outcomes for students. WECC member reps welcome increased collaboration between adult school staff and Chaffey College counselors. A "Student Transition/Acceleration" group meeting will be scheduled soon after the start of the school year and periodically thereafter as determined by the group. Goals will be defined and progress will be reported to the Executive Committee.

This strategy aligns with the CAEP State Priorities: Leadership, Learner Transition, Program Evaluation

Fiscal Management

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

The WECC Executive Committee takes a practical, transparent, results-driven approach to fiscal planning. Member institutions will develop budgets and work plans that are directly based on the Three-Year Plan via the Annual Plan. The group considers the following factors when making fiscal decisions:

- Taking a regional perspective
- Leveraging resources for collective impact
- Local community needs and changing conditions
- Program planning based on student barriers
- Identification of student aptitudes and career interests early on
- Increasing enrollment and improving student persistence and outcomes
- Providing pathways, certificates, and "stackable" credentials
- Improving communication within the consortium and soliciting input from staff and students
- Working with public and private local and regional partners
- Investment in high-demand CTE programs
- Emphasis on English literacy, basic skills, and secondary credentials
- Programming that promotes immigrant integration
- Incorporating digital literacy skills across the curriculum
- Using data thoughtfully and effectively
- Relevant and focused PD for staff

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2022-23.

As expected, carryover funds are greater now than in past years, largely due to reduced enrollment caused by the pandemic. All members received COVID relief funds from districts in one form or another, and the need to expend these funds may have taken precedence over CAEP spending. Expansion plans, pilot projects, and many CTE courses, were put on hold, and some members could not find qualified staff when they had a position to fill. The WECC Executive Committee has discussed the carryover situation with respect to pending legislation, and agrees that every effort should be made to spend funds in the current program year but that limits should be reasonable and not without exceptions. Due to the uncertainty of the current

economy and the fact that CAEP funding can (and has) gone both up and down, the group considers a reasonable amount of carryover fiscally responsible. In the past, WECC members have never exceeded the 30-month limit for expending CAEP monies.

In the 2021-22 program year, students did not enroll to the extent expected at the adult schools in spite of the fact that there were plentiful online offerings in almost all programs at member institutions. Programming was planned with the potential student in mind, to accommodate those who still felt fearful due to COVID, or those who were back at work. Although the pandemic waned in the second semester, many students were either hesitant to return to school in person, or were taking advantage of an expansive job market in the region and returning to work. This resulted in only a modest enrollment increase consortium-wide, and even a slight decline for one member. Members are considering creative ways to spend funds that will directly benefit students, such as providing childcare and other services that will enable them to reach their goals faster.

Funds in the consortium-wide account are used for projects and resources that support all members, and carryover in this account has often been given as a one-time allocation to a member who makes a request. This account may also be used to finance pilot projects that align with the Three-Year Plan goals. Member spending is monitored by the Program Coordinator and Fiscal Manager, and members are encouraged to spend their allocation in accordance with state guidelines of 15, 30, 45 and 60% per quarter. If a large amount of carryover is anticipated due to a capital project, for example, the Executive Committee will discuss and approve the need for carryover. On the other hand, if a member has excessive carryover, that member should have a specific plan to spend the funds within the 30-month period. If the member does not have a plan, the group may discuss allocating the funds to another member who demonstrates a need.

Certification

Chaffey CCD - Member Representative

Matthew Morin

Director of Adult Education and High School Partnerships

matthew.morin@chaffey.edu

(909) 952-6103

Approved by Dr. Matthew Morin

09/12/2022 04:59 PM PDT

Chaffey Joint Union High - Member Representative

Todd Haag

Principal

todd_haag@cjuhsd.net

(909) 391-5365 ext: 2800

Approved by Chaffey Adult School Todd Haag

09/09/2022 01:08 PM PDT

Chino Valley Unified - Member Representative

Carl Hampton
carl_hampton@chino.k12.ca.us
(909) 627-9613

Approved by Carl Hampton

09/07/2022 05:40 PM PDT

Fontana Unified - Member Representative

Cynthia Gleason
Principal, Adult Education
cynthia.gleason@fUSD.net
(909) 357-5490

Approved by Cynthia Gleason

09/09/2022 02:12 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

09/07/2022 04:25 PM PDT



California
Community
Colleges



2022 © California Community Colleges
NOVA Site Version: 5.0.10