



## WEST END CORRIDOR

### CHAFFEY REGIONAL ADULT EDUCATION CONSORTIUM

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

## Notes

### Student Acceleration & Transition Group Meeting April 29, 2021 2:00 - 4:00 p.m. Via Zoom

*Purpose: To promote student acceleration and transition by networking, supporting one another, providing updates on programs, sharing best practices, and analyzing data. (See 2019 Three-Year Plan goals at end.)*

#### **I. Welcome and Introductions**

##### **Members present:**

Chaffey College – Laura Alvarado, Nicole Ramos; Chaffey Adult – April Smith; Chino Valley Adult – Cheryl Flores; Upland Adult – Antonio Moreno; WEC Consortium – Dana Galloway

#### **II. Transition Plan Goals (Dana)**

Dana explained that student transitions are a major goal of the Consortium. She cited the three themes that deal with transition in the most recent (2019) Three-Year Plan. (See below.) The participants in this group each play an important role at their schools to positively impact the number of students who successfully complete programs and transition to post-secondary institutions or the workforce. Dana expressed the hope that our collaboration in these meeting can help to inform and amplify this work.

Regarding increasing counseling resources, this is on hold at the college. Janice Sewell have moved to high school dual enrollment and has not yet been replaced. There are ESL counselors at the college, and they can work with students online. Laura is not sure what the landscape will look like at the college in the fall. Some classes that require hands-on training will be offered, but public health conditions will dictate what can be offered in-person and what will remain online.

#### **III. WECC Transition Data up through 2019-20**

Report from Ariel Sales, Chaffey College

Dana explained that this project is ongoing and new matches are constantly being added. The lesson to be learned from these data is that (1) this work was never done before and we cannot count on others (e.g., the state) to do it for us with any level of accuracy, and (2) figures indicate that the number of adult school students who enroll at Chaffey College is growing significantly from year to year. Laura mentioned that this number is very small state-wide but there are programs in place, such as SB554 and other non-credit dual enrollment opportunities, that will allow this number to grow. She thanked the participants for the good work they are doing to facilitate this at their sites.

#### IV. School Reports

- Graduation plans
- Fall update
- CTE programs
- Fall adult education partnership recruitment ideas

CAS: April Smith reported that the school continued some CTE classes (computer skills, masonry, drafting) but others were cancelled due to the challenge of providing hands-on practice. Converting to online instruction actually worked in the HSD and HSE programs. There will be no hybrid instruction in the fall; it will be one or the other. An outdoor graduation is planned for May 18, 6:30 p.m. at the Ontario HS stadium.

April also recommended the Calendly program (scheduling app.) You can sync it to Outlook. The school is considering using it for scheduling CASAS testing.

CVAS: Cheryl Flores reported that HVAC will commence again in August. EMT classes will be blended and will also be offered. The fall semester starts on July 6. CVAS is learning toward not offering online programs in the fall. Graduation is scheduled for May 25 at 6 p.m. on campus, in the quad area.

UAS: Antonio Moreno reported that Upland is still in the process of planning the fall schedule. A meeting will be held this coming Monday. Upland will offer ESL classes this summer.

#### V. Chaffey College application

- ESL non-credit

Laura described the application that is being created. It is one-page and the language is such that barriers are reduced and no one would be singled out. It is designed for the student who may be undocumented. (The credit application asks for residency information and immigration status.) ESL will be offered online in the summer and as a cohort (for adult students) in the fall.

- CCCApply credit

The application will now include a field regarding graduation from or attendance at an *adult school* as an option. This will make it easier to initially identify adult education students and could help track transitions.

Resident fees are \$46 per unit; non-resident are \$331 per unit.

Laura described the virtual summer workshop series for prospective students. There will be 8 sessions and she has emailed everyone the registration flyer and link. The sessions will be conducted by counselors and others with specific areas of expertise at the college. Please publicize this at your schools and send Laura suggestions for topics. She would also welcome short videos of your schools.

**VI. Round table discussion/questions**

Dana suggested that participants attend the webinar regarding SB 554 (see below.) Also, there are webinars taking place regarding the LaunchBoard system. Although the system was originally designed to track community college students, its accuracy for all adult students (including K-12) is improving. Webinars can be found archived on the CAEP website (caladulted.org). Dana also mentioned that the CASAS Summer Institute will probably have sessions of value for transition staff, especially the second two days (June 22-23.) Let your principal/administrator know if interested in attending.

**VII. Future meetings**

- 2021-22 Meeting calendar: How often? Which days/times are good? Format?

Meetings will resume in late July/early August. The fall semester starts on August 16 at Chaffey College. Adult ed partnership classes, including the ESL cohort, will begin in the first week of September. Dana will send out a poll asking participants what the best day and time is for them. Modality yet to be determined.

**Calendar of Events**

Most CAEP and WIOA webinars can be found at: [www.caadultedtraining.org](http://www.caadultedtraining.org)

April 30, 12 p.m.	(LaunchBoard) <i>Understanding and Using the Adult Education Pipeline (AEP) Dashboard for Continuous Improvement</i>
May 7, 12 p.m.	CAEP Webinar, SB 554 This webinar will be facilitated by Matt Morin and Laura Alvarado, with the participation of staff from Chaffey Adult School.
May 12, 1 p.m.	CAEP: <i>Why Do My Data Reports Look Different? AEP Dashboard and CASAS TOPSpro Enterprise</i>
June 17-18, 22-23	CASAS Summer Institute (labs on first two days)

**Themes from the WECC 2019 Three-Year Plan:**

**THEME B. Enhanced and expanded partnerships between consortium members especially between Chaffey College and the various adult schools, as well as build partnerships with local businesses.**

**a. Goals:** Ensure resources are being leveraged efficiently and effectively, and that pathways and educational programs are aligned with industry and labor market needs.

**b. Strategies:** Build the relationship with the college in the areas of ESL and CTE, including creation of pathways between

programs. Improve collaboration with Chaffey College's InTECH Center and between counselors at the college and in consortium adult schools. Create new adult school career centers, expand existing programs, and make contact with local employers.

**THEME D. Increased resources and staff along with improved systems to help students transition between programs in the consortium.**

**a. Goals:** Agency systems and processes are aligned, and referral processes ensure continued support to students as they progress through each stage of their academic careers

**b. Strategies:** More counseling resources have been added (Chaffey College counselor to work solely with adult schools); increase collaboration between college and adult school counselors

**THEME E. Better transitions to the workforce after students have completed programs with a special emphasis on students facing the greatest barriers to success**

**a. Goals:** Integrate career planning into all aspects of member programming and support students with robust work-based learning and career exploration opportunities.

**b. Strategies:** Continue to work with Career Cruising and other resources to determine student interest and aptitude. Continue to develop integrated/IELCE programs and provide workforce-oriented curriculum to accelerate student progress toward workforce goals. Strengthen ties with WIOA I and other workforce agencies and improve referral processes to connect students with agency-level, government, and community resources.