

08 West End Corridor/Chaffey Regional AE Consortium

CONSORTIUM APPROVED

2023-24

Plans & Goals

Executive Summary

West End Corridor Consortium (WECC) members have used the 2022-25 Three-Year Plan as the basis for all decisions made in the past year. The objectives in the Plan remain relevant and applicable to the current planning year. The group has reviewed the 2022-23 Annual Plan and given input on accomplishments, challenges, needs and goals for the 2023-24 Annual Plan.

Accomplishments include:

- A significant increase of 20% in adult school enrollment consortium-wide over the previous year
- The percent of WIOA students with pre-/post-tests is greater than 72% consortium-wide
- The number of WIOA students with EFL gains increased by 20% over 2021-22
- Digital literacy skills are firmly embedded into registration processes and the curriculum in virtually all programs
- Enrollment in the Chaffey College Dual Enrollment program is strong and continues to grow
- Increased resources have been devoted to career planning and transitions
- Significant expansion and improvement of adult counseling resources at Chaffey College, resulting in better continuity of services to students
- Regular collaboration with public workforce agencies (EDD, AJCC) continues and has resulted in closer relationships that benefit students
- Co-located Chaffey College programs have increased and more are being planned
- Improved technology and infrastructure at member institutions
- New or upgraded facilities for CTE programs including HVAC, CNA, welding, construction trades, and culinary entrepreneurship (planned)
- Allocation planning has reflected the regional mindset of the members, with adjustments and one-time funds being awarded to members who demonstrate need
- Ongoing work with the Data Group and Student Acceleration & Transition Team has improved communication and collaboration among member staffs
- Continued attention to addressing student barriers to success by offering services, when possible, and making referrals to existing public and private agencies
- Program data evaluation to address needs such as flexible scheduling, varied modalities, acceleration and integration of instruction and training
- Emphasis on ongoing professional development for teaching, counseling, and classified staff
- Improved, more comprehensive WECC website with increased resources for staff
- Collaboration with state agencies resulting in recognition of model programs (Chaffey and Fontana Adult Schools)

Challenges and future goals

Although enrollment in general has grown over the past year, it has remained sluggish in some program areas, such as ABE and ASE. Adult schools have noticed that fewer students are completing a high school diploma and are examining the possible reasons for this. Although the Chaffey College Dual Enrollment program has grown over the past three years, the number of students who experience success hovers around 50%. The college is looking into the challenges students are facing that affect their chances of success. Finding qualified staff, especially teachers, is an ongoing problem and is hindering the ability of members to replace staff and expand programs. WECC data indicate that post-testing students is still a challenge, along with the related tasks of documenting outcomes and gathering accurate data in general. All WIOA members are working on collecting SSN's and improving results on the Employment & Earnings survey per state goals.

In the post-COVID era, WECC members are striving to find a balance between online and in-person course offerings. They are looking to provide accountability and maintain high standards while preparing students to enter the job market or transition to post-secondary programs as quickly as possible. With the Inland Empire rebounding economically slightly faster than the rest of the state as a whole, it is a challenge to keep up with the evolving job market in the region.

Goals remain essentially the same as in the previous Annual Plan, as these goals encompass most programs and members. There will be less emphasis on digital literacy, as this was implemented during COVID and is now an integral part of registration processes, communication platforms, and curriculum across the board.

Vision

WECC members work with the end in mind: To improve outcomes through programs and services that will enable increasing numbers of individuals in the region to acquire basic skills and literacy, seek jobs, advance in their careers, and ultimately achieve a higher standard of living.

Allocation planning

Funds are allocated to support the goals of the 3-Year Plan. The Executive Committee meets regularly to review consortium and regional data in order to make informed fiscal decisions. Outcomes are 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 all members with sufficient funding to meet the needs of their communities. Adjustments to funding are considered with respect to emerging needs, gaps and redundancies.

Regional Planning Overview

The WECC 2022-25 Three-Year Plan objectives and strategies are supported by all members. The Plan was written so that most goals mirror or complement those adopted by members in WASC, CIP (WIOA II) and other local plans. Progress toward meeting Plan goals has been analyzed and strategies have been prioritized in the Annual Plan. Regional demographics and labor market projections have been taken into account, as well as student and staff input via formal surveys and informal means. Overall goals have remained largely unchanged over the years, but specific details and strategies of how to achieve these goals may have changed. The Inland Empire is an area of California that is growing rapidly and shifting demographically. The latest (June 2023) San Bernardino County WBD update names the Inland Empire as the third fastest growing metropolitan area job market in the country in the past decade. The County recovered from COVID pandemic job losses faster than any other county in Southern California. The population is projected to grow at a rate double to that of the rest of the state in the next 25 years. Labor markets, and consequently, the educational and training needs of the population, have clearly shifted. The top five employment sectors are government, health care, transportation/warehousing, retail, and hospitality. It is the intention of the WECC members to understand these changes and respond to them appropriately.

In addressing the Three-Year Plan goals, each member must:

- Understand the goals and how they relate to their particular institution and community
- Prioritize the goals according to their needs in their Budget & Work Plan
- Create realistic targets to monitor progress and success
- Decide on effective strategies given their resources and ability to leverage
- Have systems in place to determine if programs are successful and goals have been met

WECC Executive Committee meetings are held a minimum of eight times throughout the program year. Members examine data, discuss progress, and share challenges during these meetings. Other groups that support the Executive Committee also meet throughout the year. These include the Data Group and the Student Acceleration & Transition Team. Both groups support the Executive Committee in implementing the Three-Year Plan through their input regarding data matters and recommendations on how to ensure student success and increase transitions. These group meetings also result in improved communication and foster collaborative relationships consortium-wide.

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 diversify its CTE offerings and to strengthen programs that remain viable and successful. There is an ongoing emphasis on offering co-located Chaffey College CTE classes at the adult schools. This will allow students to access college pathways and certificate programs more efficiently.

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 local industry partners and employers. Students are asked to identify educational and career goals upon enrollment, and are given the tools and assistance to develop a "road map" to meet their goal. 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 regional labor market information. The COE (Centers of Excellence) maintains a database of career training providers in the region as well as employers. Chaffey College participates in public and private initiatives that work to offer effective, in-demand CTE programs. The college is now focusing more than ever on workforce preparation, with adult education falling under a newly-created division, Workforce Innovations and Entrepreneurial Development.

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

CTE is a topic that is discussed regularly in WECC meetings, so members are constantly updated on what others are doing. Often the projects are joint or related, such as a co-located Chaffey College class, or an adult school class that articulates with a college pathway or complements a similar program at another adult school. Per legislation, all new CTE classes must be based on regional need as determined by labor market study, and approved by the Consortium. In this way, duplication is avoided and support is given to members who wish to implement a pilot program with the potential for expansion. WECC monitors enrollment in CTE programs and considers demand and waiting lists (if any.) Completion and other indicators of success, such as skills benchmarks or intermediate certificates, are examined. Student feedback regarding the quality of the programs and future employment outcomes is also considered.

Regional Need #2

Gaps in Service / Regional Needs

Community Awareness: Regional demographic data indicate that there are still many individuals in the region in need of English language improvement, basic literacy or math skills, secondary credentials, or career skills. The WECC Executive Committee has always believed that there is a general lack of awareness of public adult education state-wide. The group has made an attempt to address this in the region, primarily through print and broadcast marketing campaigns. Agreement is that continued efforts are needed in this area, specifically through online and social media platforms. It continues to hold true that word-of-mouth is a powerful marketing tool, so increased emphasis will be put on reaching out to targeted populations and neighborhoods.

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

Most recent census data show that there are many more potential students in the region than those served by WECC members. Also, due to the robust job market in the area, including jobs that do not require specialized training or even a high school diploma, potential students are working rather than returning to school. Most students indicate that they found out about

their adult school through word of mouth; this is not necessarily true for the community college. 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, including those who are already working. Students are surveyed and asked to evaluate the registration and intake processes so they may be streamlined in the future. Students 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 were set in the Three-Year Plan and the goal for 2022-23 has been exceeded. It is expected that numbers will surpass the pre-pandemic level by 2025. WECC members will continue to monitor enrollment, persistence, and outcomes, and share successful methods of attracting potential students in their communities with one another. Targeted outreach efforts may be evaluated by surveying students or asking them on intake how they found about about their adult school.

Regional Need #3

Gaps in Service / Regional Needs

Integrated/Accelerated/Pathway/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 minimize the amount of time needed to reach their goals. The WECC Executive Committee realizes the need for integrated education and training programs, and short-term certificate programs that lead to immediate employment. As mentioned above, the regional job market is strong now, yet people need skills and certifications that will allow them to advance in their careers if they do not already make a healthy living wage.

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

All members ask students to identify educational and career goals upon enrollment, and work with students to map out how they will reach their ultimate goal. The Consortium finances resources such as Career Cruising for members who wish to take advantage of it. Career Planning is built into the Burlington English platform, which is also financed by the Consortium.

Members are creating pathways and cohort models for students interested in particular careers, such as construction or health care, and are providing support to these students along the way. Students have been surveyed and interviewed to determine career interests as well as barriers to success. LMI projections and the COE database indicate which job sectors in the region are likely to grow and lead to a living wage, and which training programs are already available in the area.

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

CTE and IET programs can be measured in terms of student completions, 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 identifies adult student transitions to the college. The project also tracks the success of these students as they progress through the college. Adult school students provide feedback on programs, and this is used to modify, expand, or eliminate the program. Members have relationships with local employers and receive feedback from them on the quality of training the students have received.

Regional Need #4

Gaps in Service / Regional Needs

Literacy, Basic Skills, and Secondary Credentials: Regional demographic information has always shown that a significant number of individuals in the region do not have a high school diploma or equivalency, or need to improve their English language skills. Consortium ESL, ABE, HSD and HSE programs have not been at capacity for several years, a trend that began before the COVID pandemic. Members are committed to ensuring that all have the necessary funds and support to offer these core programs to their communities. They realize that programs will have to be flexible, with the possibility of integration and acceleration, and include appropriate student support services. EL Civics and IELCE programs at the adult schools serve to enhance the integration of English learners into their communities and American society in general, and may provide an introduction to possible future careers interests.

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

Although there has been growth in the past year, WECC members, for the most part, have not returned to pre-pandemic enrollment numbers. In particular, ABE and ASE enrollment was low in the past year. Members suspect that these students have entered the job market rather than returning to school. According to the 2020 census, data indicate that 100,000 residents (18+ years of age) in the Chaffey College attendance area lack a high school diploma or equivalent, and about as many are living at or below the poverty line. There is clearly a need for strong support of basic skills and literacy programs. The current county employment boom is providing job opportunities for 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, now more than ever.

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

Success in ABE, ASE and ESL programs can be easily evaluated via CASAS pre- and post-testing, number of transitions to a higher level or program, and diplomas or HSE certificates earned. Enrollment, persistence and progress can be monitored. For WIOA II grantees, (all four adult schools,) grant awards are directly based on these outcomes. Local student surveys are regularly conducted, as well as the CAEP and WIOA II Employment & Earnings Survey. Staff feedback via PLC's and WASC self-studies is used in qualitative evaluation of these programs.

Address Educational Needs

2023-24 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

The community college is in a position to publicize its programs throughout the region, but the adult schools have fewer marketing resources at their disposal. WECC leadership continues to discuss how to best utilize shared resources to approach this issue. In the past, various forms of marketing have been attempted, some more successful than others. The group is now looking to maximize the use of social media, possibly with the help of a marketing firm that specializes in this. It is also possible that the adult schools may leverage the marketing resources and expertise available at the college, at least in part, as pertains to dual enrollment and co-located classes. Word of mouth is still the most effective referral for most students, so some members are putting more effort and resources into publicizing programs in specific neighborhoods or venues when potential students may gather. Others have found success with the use of student ambassadors, leadership groups, and presence at community events. The group also perceives the need to improve communication within each individual school district. For example, many elementary school parents do not know that they can enroll in their local adult school, usually for free, and perhaps even take classes at the same school their children attend.

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

The number of students taking advantage of the Chaffey College Dual Enrollment program has continued to increase. Recent organizational restructuring at the college aligns more closely with CAEP goals and will provide enhanced opportunities for adult students; specifically, enabling adults to access thriving-wage careers in the shortest possible amount of time. Chaffey College and WECC adult schools are collaborating even more than before to offer co-located classes on the adult school campuses. In addition to HVAC and EMT, Chino Valley will now offer Construction Trades in a new facility starting in the fall. Fontana adult school collaborates on the CNA program and Upland is preparing for Welding and ESL instruction to be offered by the college. Chaffey Adult is large enough that it does not need to source CTE or other instructors through the college, but is currently making efforts to coordinate classes so they can feed into college pathways. Online dual enrollment opportunities are available to all students eligible for SB554. 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

Expand conversational English, VESL, integrated programs, and literacy skills across the curriculum

Activity that Applies to this Strategy

Expand ESL/Literacy programming

Metrics that Apply to this Activity/Strategy

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

Strategy Description

It is vital to expose students to career interests early on, even in English language programs. There is now more attention to integration of career-specific vocabulary into the ESL curriculum via platforms such as Burlington English, which is supported by Consortium funds. Increased ESL offerings and modalities, including VESL and conversational English classes, are have been implemented at Chaffey College in response to student feedback. Online synchronous and asynchronous ESL classes have been expanded. These offerings enable students to transition faster and more successfully to academic--high school diploma, GED prep, college ESL and college English--and CTE programs. The increased focus on literacy across programs prepares individuals to be successful in the workplace, as effective oral and written expression in English are key skills in all professions.

Improve Integration of Services & Transitions**2023-24 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 as now required of all WIOA II adult schools. The Consortium finances the software platform Career Cruising and encourages its use across all programs. The Executive Committee recently approved an increased allocation for Fontana Adult School to pursue hiring a counselor, and extra funds for the college to increase in the number of counselors assigned to the adult schools. Teachers are trained in the use of SMART goals and recognition of student learning/skills benchmarks. Integrated programs allow students to progress faster and gain 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 also supports the ongoing data match project conducted by Chaffey College to track the number of students from each of the adult schools who enroll in the college.

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

Strategy Name

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

Activity that Applies to this Strategy

Improved member communication/coordination

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

Along with external communication and marketing, the WECC Executive Committee has always realized the need to communicate better internally regarding member programs, services, challenges and best practices. Staffs need to be cross-trained on what is available within the Consortium, as well as resources and services from outside public and private agencies available to students. Additionally, communication within school districts is lacking and information may not reach many parents of K-12 students who could benefit from local programs. Better communication is being achieved through regular meetings of the Data Group and the Student Acceleration & Transition Team. Other strategies and resources include shared professional development, enhanced WECC website, campus visits, and school and consortium newsletters. There are plans to map out all the career pathways that exist in the Consortium and to coordinate them better with one another and the college. It is expected that a greater number of students will complete programs faster once there are more cohesive and unified pathways in place.

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

Improve Effectiveness of Services

2023-24 Strategies

Strategy Name

Increase access and success through effective programming and streamlined intake process

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 continue to make a concerted effort to recruit and retain students post-pandemic, with access and equity in mind. They have streamlined the enrollment process 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 individuals who need the flexibility of open entry/open exit programs; online, hybrid, or in-person classes, and dual enrollment, integrated, or accelerated programs. Chaffey College has been expanding and improving its ESL program to accommodate student needs and minimize barriers. CTE programs are similarly undergoing a shift toward short-term, certificate-based options with the potential for upskilling and advancement within the profession.

This strategy aligns with the CAEP State Priorities: Equity, Program Development, Learner Transition, Technology & Distance Learning

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

WECC provides resources and support to ensure that students make good progress and pursue transitions to postsecondary education, career training, and the workforce. Personnel assigned to work with students in this capacity 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. WECC member reps welcome increased collaboration between adult school staff and Chaffey College counselors. The college is providing expanded staff and services devoted to transitions through specialized counselors who work closely

with a given adult school. There is increased attention to cross-training counselors in order to facilitate improved communication with adult schools and ensure a case-management approach to serving students. Next year, the Director of Workforce Development will serve as the college member representative, and a new position, the Adult Education Pathways Manager, will report to her. The WECC Student Acceleration & Transition Team, composed of adult school and college counselors, and other key staff, has met several times in the past year and future regular meetings are planned.

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, outcomes-based approach to fiscal planning. Member institutions develop budgets and work plans that are based on the Three-Year Plan through the more focused lens of the Annual Plan. The group considers the following factors when making fiscal decisions:

- The educational and workforce needs of the region as a whole
- Local community characteristics and changing demographics, with attention to equity issues
- Increasing enrollment and improving student persistence and outcomes
- Emphasis on core programs to promote English literacy, basic skills, and secondary credentials
- Continuing need to address and strengthen digital literacy skills
- Investment in high-demand CTE programs
- Support for programming that promotes immigrant integration
- Program planning with consideration of student barriers
- Program planning that includes input from staff and students
- Identification of student aptitudes and career interests early on
- Providing integrated and complementary programs that accelerate student progress
- Providing pathways, certificates, and “stackable” credentials
- Supporting the dual enrollment (Chaffey College) program
- Allocation of resources that will positively impact student transitions to postsecondary education and the workforce
- Ensuring that student support resources are in place and strengthening the referral system
- Leveraging resources for collective impact
- Working with public and private local and regional partners
- Thoughtful and effective use of data
- Support for relevant and focused PD for staff

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2023-24.

Most member carryover levels are higher than normal at the time of this writing. This is due to lower overall enrollment that has not yet totally rebounded from the COVID pandemic, and potential students taking advantage of the booming job market in the Inland Empire. In addition, most members received some level of increased funding from districts, (state and federal sources,) in the past year. The need to expend these funds within a limited time period may have taken precedence over spending CAEP funds. Some members had trouble finding staff to fill vacant positions, and this may have affected expansion plans and pilot projects. Several members planning new CTE programs found that the preparation of the facilities is taking longer than expected; as a consequence, the funds have not been spent in this program year. The group regularly discusses proposed projects and approves large capital outlay expenses in an ongoing, transparent manner. Members also analyze their own particular student barriers and consider ways to spend funds that will directly impact student success, such as providing childcare or educational hardware and software.

The WECC Executive Committee has discussed the carryover situation with respect to the new legislation. All members agree that every effort should be made to expend CAEP funds in the current program year, but that exceptions should be made, within reason. Members are aware that they should monitor their spending and strive to meet the quarterly targets of 20, 40, 60 and 80%. They understand that they should have no more than 20% carryover at the end of the year. WECC Bylaws clearly indicate the procedure for members who exceed the threshold. The Program Coordinator and Co-Chair/Fiscal Manager also monitor member spending and offer assistance when needed.

Funds in the consortium-wide account (CWF) 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 demonstrates a need. This account may also be used to finance pilot projects that align with Three-Year Plan goals. There is an increased emphasis on monitoring the amount of carryover in the CWF and keeping it within reasonable levels. This past year, a portion of the carryover was approved to offset the shortfall for the new Construction Trades facility at Chino Valley. The group also approved a smaller amount to add another college counselor at the adult schools.

Certification

Chaffey CCD - Member Representative

Laura Alvarado
 Director, Workforce Development
lauram.alvarado@chaffey.edu
 (909) 652-6497

Approved by Laura Alvarado

08/07/2023 01:23 PM PDT

Chaffey Joint Union High - Member Representative

George Matamala
 Principal
george.matamala@cjuhsd.net
 (909) 391-5365 ext: 6092800

Approved by Dr. George Matamala

08/09/2023 02:06 PM PDT

Chino Valley Unified - Member Representative

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

Approved by Carl Hampton

08/09/2023 01:34 PM PDT

Fontana Unified - Member Representative

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

Approved by Cynthia Gleason

08/08/2023 02:48 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

08/07/2023 02:04 PM PDT



California
Community
Colleges



2023 © California Community Colleges
NOVA Site Version: 6.5.3