



June
2019

West End Corridor Consortium

Three-Year Plan

2019 - 2022



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EXECUTIVE SUMMARY

The vision of the West End Corridor Consortium is to provide comprehensive, relevant, and high-quality education and training to serve the needs of adults in the region. This is accomplished by using consortium programs and resources to provide viable career pathways and seamless transitions to post-secondary and vocational programs. The Consortium is committed to student-centered approaches to access and guidance, as measured through outcome data and student and staff surveys. We look to increase accessibility through a variety of schedules and modalities and accelerate student progress through program integration and co-location of classes.

This plan is the result of numerous collaborative planning processes spanning an eight-month period starting in the fall of 2018. The Consortium held a meeting on August 1, 2018 in which past accomplishments and future goals were discussed. A second planning meeting took place on September 12 at which members developed a planning “roadmap” that was finalized on November 8th and came to guide the writing of this new Three-Year Plan.

Throughout this planning period, the consortium frequently connected online and face-to-face to refine priorities and strategies, soliciting input from regional stakeholders and working groups with expertise in the areas of data management and reporting, and English Language Learning among others. The Consortium also hired consultants to analyze data in the Region and facilitate member discussions at the WEC team member level for this plan. Across these meetings and events several themes emerged regularly for the consortium to focus on in the three-year planning period and beyond. These themes are identified in the Goals and Strategies section.



West End Corridor Consortium priorities remain committed to the overarching concept of workforce preparation through the development of career pathways, improved outreach and accessibility, increased transition opportunities, a greater variety of short-term CTE offerings, strong foundational literacy and basic skills programs, the attainment of secondary credentials, and the integration of basic workforce and technology skills across programs. This plan also looks to expand course offerings in English as a Second Language and career technical education as well as help bridge the work students begin in traditional adult schools with regional partners and Chaffey College to help students reach academic progress and job success.

About WECC

The West End Corridor Consortium was founded in 2013 in response to Assembly Bill AB86 which provided grant funds to regional collaboratives of community colleges and adult schools to develop plans to address the needs of adult learners within the region, specifically, in the areas of Adult Basic and Secondary Education, English language learning and citizenship, Adults with disabilities, Older adults, and short-term career and technical education. Driving this initiative was the recognition that by working in conjunction with training and service providers, regions could better leverage their shared resources to provide learners more seamless—and ultimately more effective—pathways and transitions into meaningful, sustainable careers. Focus areas included in the legislation are as follows:

- **Adult Basic & Secondary Education** — programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency.
- **English as a Second Language & Citizenship** — programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation.
- **Career Technical Education** — a variety of career training programs that deliver customized curriculum needed to meet the diverse training and development needs of businesses, promote a skilled workforce with high growth and high wage employment potential, leading to industry certifications or



meeting the required prerequisites and foundations for advanced career pathways.

- **Workforce Reentry** — programs for adults, including, but not limited to, older adults, that are primarily related to entry or re-entry into the workforce.
- **Training to Support Child School Success** — programs for adults, including, but not limited to, older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school.
- **Programs for Adults with Disabilities** — programs for individuals with physical, cognitive, mental, sensory, or other medical disabilities who may need special education assistance, or who require a modified program.
- **Pre-Apprenticeship** — programs offering training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area.

West End Corridor Consortium priorities remain aligned to these areas and are committed to the overarching concept of workforce preparation through the development of career pathways, improved outreach and accessibility, increased transition opportunities, a greater variety of short-term CTE offerings, strong foundational literacy and basic skills programs, the attainment of secondary credentials, and the integration of basic workforce and technology skills across programs.

Consortium membership consists of Chaffey College, Chaffey Joint Union High School, Chino Valley Unified, Fontana Unified, Upland Unified Districts and Baldy View Regional Occupational Program (ROP).



PRE-PLANNING ASSESSMENT

Consortium Effectiveness

WEC team members took the California Adult Education self-assessment to evaluate progress in making measurable gains for adult learners across five areas. This section describes progress to date toward achieving the vision expressed in the self-assessment rubric as well as opportunities for growth in over the next funding period.

A. CAPACITY TO COORDINATE ADULT EDUCATION PROGRAMMING

- **Progress:** Consortium member representatives are all in positions of high responsibility, running schools, divisions and programs. They see each other as having the skills and motivation to ensure the success of consortium projects and fulfill the overall mission of meeting the needs of the region. Since the inception of the consortium legislation, member reps have met regularly, communicated consistently, and have accomplished performance and submission requirements. The leadership group works well together and has reached consensus on virtually all decisions. A Program Coordinator was also contracted in May of 2018, and a Data Group has been meeting regularly since January of 2019.
- **Opportunities for future growth:** There is an ongoing need to train member agency staff on the mission and goals of the consortium and facilitate professional growth in individual program areas. In April, an ESL teacher networking event was held that was highly rated by participants and highlighted the need for greater transparency, collaboration, and professional development



for those at a further remove from consortium decision-making. Events planned for the coming year include an ESL Curriculum Institute and possibly an event for CTE teachers. The group also realizes that more progress could be made using a tiered model, (such as focus or work groups,) under the direction of a program coordinator, and the consortium has made progress in this area in the past year.

B. ENGAGING PROSPECTIVE STUDENTS AND MEETING COMMUNITY NEEDS

- **Progress:** Counseling resources have increased in the past year as Chaffey College has devoted a counselor to working exclusively with adult students in order to facilitate transitions. The consortium has allocated additional funding to the college for this purpose. Adult schools are adding career center resources and are working with Baldy View ROP to increase advertising and outreach efforts. Additionally, the recent consortium ESL networking event and plans for the ESL Curriculum Institute are driving progress in this area. We're also seeing new opportunities in the CTE area with co-located classes at Chino Valley Adult School.
- **Opportunities for future growth:** The consortium has struggled with a lack of meaningful and focused regional data. This spring, WestEd was contracted to provide data relevant to the development of the Three-Year Plan. The consortium is considering extending the relationship for the next 1-3 years in order to better gather and interpret data for purposes of program monitoring and evaluation of how we are meeting regional needs. While the adult schools, especially the three WIOA agencies, are fairly consistent in student assessment and program characteristics, there is a huge need to understand how the college operates and create the appropriate pathways.



C. ENTRY THROUGH EFFECTIVE 'HIGH-TOUCH' ORIENTATIONS AND INDIVIDUALIZED SUPPORT SERVICES

- **Progress:** Members are doing well in community responsiveness, especially regarding early counseling, and continue to make sincere efforts to identify and meet the needs of students as early as possible. Orientation programs are in place for ASE programs and at some schools for ESL students. Career assessment tools, such as Career Cruising, are used across programs. Burlington English is proving to be an effective resource for students regarding careers, higher education, and American culture, in addition to being a highly flexible and effective language learning tool.
- **Opportunities for future growth:** Individualized education plans are in place for students in HS diploma programs but not in other programs, although all students have access to either an adult school or college counselor. Students are encouraged to create and save a career portfolio in Career Cruising or other similar program used at their school.

D. PROGRESS ALIGNING CURRICULA & OFFERING CONCURRENT ENROLLMENT / CONTEXTUALIZED BASIC SKILLS

- **Progress:** Concurrent enrollment has grown thanks to the WIOA II IELCE program. The three WIOA adult schools have created concurrent enrollment opportunities for ESL students in the areas of business/computer skills, instructional aide, medical healthcare interpreting and other healthcare-related areas. Accelerated and integrated learning opportunities remain an area of interest and priority for the consortium.
- **Opportunities for future growth:** Curriculum/program alignment between consortium members has been an area of interest for the consortium for some time. The four adult schools have similar programs in the areas of ABE, ASE, and ESL. Placement and progress testing are based on the CASAS assessments. CTE programs are based on local demand and the availability of personnel and facilities. The greatest need for program mapping exists between the adult schools and Chaffey College, and efforts in this area



have already begun in ESL. There is a need to examine articulation opportunities that may be possible with adult school CTE programs and the college.

E. COMPLETION/TRANSITIONING ADULT LEARNERS TO POSTSECONDARY PROGRAMS OR THE WORKFORCE

- **Progress:** The addition of a program coordinator has helped improve the process of organizing and executing consortium projects in regard to program completion and transition. Consortium members have functioned mainly as individual agencies, although member and consortium goals are mostly aligned. Access to data consultants through WestEd will help the consortium determine areas of effectiveness or need. Additional focus or advisory groups will be considered in order to “work smarter” in the future.
- **Opportunities for future growth:** Transitioning students to workforce or post-secondary programs has been challenging for the consortium, given some budgetary and hiring restraints (for additional counselors, for example.) A large career center at Chaffey Adult School that has been planned for several years is now under construction. Consortium-wide data has also been difficult to use to draw conclusions regarding progress. Improvements will be made with additional counseling resources added at Chaffey college, increased collaboration with WIOA I workforce agencies county-wide via the MOU, and the relationship with WestEd to interpret and use our data more effectively.



Key Partners

Consortium agencies have strong partnerships with education, training, and social service providers across the region. In particular, the Consortium has developed robust pathways between the Consortium and the regional workforce development board, which it intends to continue to develop over the next three-year cycle. Additional partnerships may be found in the table below.

Table 1. Key Partners

Provider Name	Provider Type	Program Areas	If other, provide a brief description of services provided
Chaffey Joint Union High School District	Educational Partner & Service Provider	ASE, ESL, CTE	Leveraging of mother District school sites and certificated staff for providing community-based ESL and HSE instruction and labs, equipment and instructors for providing CTE instruction.
San Bernardino County Workforce Development Board	WDB	CTE, WR, ABE / ASE, ESL	San Bernardino WDB provides job training and placement for job seekers and provides referrals to consortium agencies for students in ABE / ASE and ESL.
Chaffey Community College	Educational Partner & Service Provider	ESL, CTE	
Ontario / Montclair School District	Educational Partner & Service Provider	ESL	
MITA (Masonry Industry Training Association)	Industry Training Association & Apprentice Program	CTE	



Provider Name	Provider Type	Program Areas	If other, provide a brief description of services provided
InterpreterEd.com	Industry-Interpreting / Translation	CTE	Medical Healthcare Interpreter Training
Med America	Business-Medical Billing	CTE	Medical Billing company providing employment opportunities to CAS program completers
Universal Financial Systems	Business-Medical Billing	CTE	Medical Billing company providing internship and employment opportunities to CAS program completers
City of Ontario	Community Resources	CTE	
Baldy View ROP	Education Provider- CTE Training & Related Services	CTE	
Pearson VUE	Business	ASE	HSE (GED) Testing Platform Provider
Educational Testing Services	Business	ASE	HSE (HiSET) Testing Platform Provider
Generation Go	Educational Partner & Service Provider	CTE	Services are designed to help enhance job skills, develop leadership qualities, explore career options, participate in adult and peer mentoring opportunities, and take advantage of work experiences
HOPE Family Resource Center	Educational Partner & Service Provider	Other	Cal-Fresh/Cal Works, Medi-Cal/Covered CA application assistance; Food and clothing; Child care information/referrals; Counseling; Parent education; Preschool referral



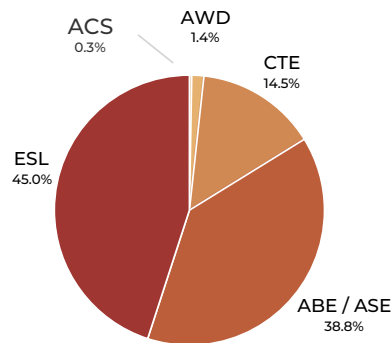
Provider Name	Provider Type	Program Areas	If other, provide a brief description of services provided
SOAR	Educational Partner & Service Provider	ACS	After school academic program for 1st-6th grade students that requires the child to attend five days per week
High Five	Educational Partner & Service Provider	Other	After school program which provides recreation activities, educational enhancement and homework assistance
Resources, Education and Careers in Healthcare (REACH Centers), Inc.	Industry Partner	CTE	
AUMT Institute	Industry Partner	CTE	
Fontana Chamber of Commerce	Community Resources, Industry Partner	CTE	
Amazon	Industry Partner	CTE	
Fontana Unified School District	Educational Partner & Service Provider	ASE, ESL, CTE	
City of Fontana	Community Resources	ACS	Afterschool program
BrightSpring	Industry Partner	CTE	
Southwest Carpenters Training Fund	Industry Partner	CTE	
United Contractors	Industry Partner	CTE	



Consortium Funding

Consortium agencies are committed to leveraging resources to enhance student programs and improve student achievement within the region. Last year, total estimated expenditures topped \$11.3 million. The largest proportion of these funds, about \$6 million, went to support programs in English as a Second Language, followed by programs in Adult Basic and Secondary Education at \$4.4 million. Taken together, these program areas constitute 84 percent of 2017-18 program year expenditures, with the remaining 16 percent going to support Short-term Career and Technical Education (14.5%), Programs for Adults with Disabilities (1.4%), and Programs for Adults Training for Child School Success (.3%).

Figure 1. 2017-18 Expenditures by Program Area



Over the coming three-year cycle, the consortium is currently projected to receive on approximately \$35.6 million in funding, at an average of \$11,886,277 million per year. Major sources of funding are State and Federal, consisting of CAEP, WIOA II, and CalWORKS dollars. Of these, CAEP dollars constitute the largest proportion of the Consortium's funding at 62 percent overall. Another \$1,998,740 per year are projected to come from in-kind contributions and fees. See Table 2 for additional details.



Figure 2. Total Estimated Funding by Source 2019 - 2022

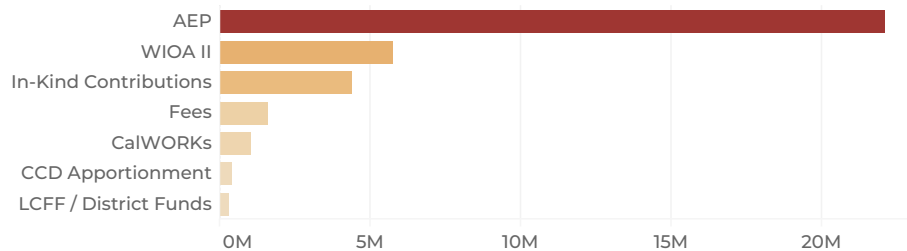


Table 2. Funding for Adult Education Programs and Services

Source and Type of Funds	Funding Estimates FY 2019-20	Funding Estimates FY 2020-21	Funding Estimates FY 2021-22
AEP	\$7,374,810	\$7,374,810	\$7,374,810
CalWORKs	\$358,591	\$358,591	\$358,591
CCD Apportionment	\$140,287	\$140,287	\$140,287
LCFF / District Funds	\$90,000	\$90,000	\$90,000
WIOA II	\$1,921,122	\$1,921,122	\$1,921,122
Fees	\$530,389	\$530,389	\$530,389
Total	\$10,415,199	\$10,415,199	\$10,415,199



Engagement with Regional, State, and Federal Planning Efforts

The West End Corridor Consortium and its member agencies play an active role in regional planning and frequently give input and contribute to the success of local, county, state and federal initiatives. Examples include:

- **Local Planning Initiatives:** Members have aligned their agency goals, and thus the goals of the consortium also reflect district LCAP vision, goals and objectives. Members also contribute district LCAP targets and outcomes as they relate to parent participation and education. District staff have solicited input from member agencies toward the development and leveraging of resources for “Strong Workforce” plans and applications.
- **County-wide:** Consortium members contributed to county-wide Vision2Succeed initiative and supported the development of the San Bernardino County WDB/AJCC “MOU” agreement, which has resulted in a “Desk Reference” for referring students to partner agencies. Further, the consortium will be presenting at the June 2019 Workforce Summit intended to educate front line and intake staff on partner agency services and processes, including presentations by WIOA Title II adult education agencies. This level of involvement has also led to contributions adult school agency presentations for AJCC staff and AJCC visitations to adult school locations, participation in a panel discussion at the 2019 California Workforce Association “WORKCON” conference and contributions toward the refinement of the state plans and directives related to the MOU implementation process. Title II agencies gather regularly at scheduled bi-monthly WIOA/ACSA (Area 12) meetings, San Bernardino County consortia directors (WEC, Inland, Barstow, Desert and Victor Valley), and have also formed networking groups that meet regularly. Members also participate in:
 - San Bernardino County “Special Populations Committee” tasked with identifying resources and developing programs for justice system involved re-entry populations.
 - City of Ontario “Adult Population Intervention” committee.



- West End Workforce Opportunity Resource Collaborative (WEWORC). A meeting of local education and training providers and employers.
 - The West End Corridor Consortium has aligned their goals and objectives to the ideals expressed in the development of the San Bernardino County “Cradle to Career Roadmap”
 - WEC members participate in county and regional partnerships, including but not limited to, the Inland Empire Economic Partnership and other county and city sponsored summits.
 - Members offering CTE programs also leverage the relationships district programs (high schools) with workforce through advisory committees, employer relationships and they benefit from intern and placement programs and materials and equipment donations.
- **State Initiatives.** Consortium representatives and staff participate in trainings and events offered by CAEP and provide input on state adult education planning efforts, such as the CLASP evaluation. Additionally, the consortium regularly present at CCAE and ACSA events. The consortium has been an integral part of the design of Senate Bill 554, which would allow adult education students to enroll in community college free of tuition without requiring income or residency verification, and is also currently involved in efforts to reform policies preventing traditional adult education students from accessing Pell Grant funds through Ability to Benefit.
 - **Federal Initiatives.** Consortium and WIOA II agencies participate in regional meetings and regularly present at scheduled events. The CALPRO leadership has been hosted by Chaffey Adult School for the past three years, and members are often asked to present. Additionally, members attend workshops and training sessions conducted by CASAS, CALPRO and OTAN.



COMMUNITY NEED AND CUSTOMERS

As part of the pre-planning assessment process, the consortium, with assistance from WestEd, conducted an environmental scan to provide insight into student populations (current and potential), enrollment and student success, and labor market trends shaping the region. This data is needed to ensure consortium agencies may adapt and develop programs and initiatives to ensure they remain relevant as conditions change. This section summarizes major trends and key issues germane to consortium planning.

Regional Service Area

The West End Corridor Consortium (WECC) is located at the gateway to the Inland Empire – the fastest growing region in Southern California – nestled in the westernmost tip of San Bernardino county, at the intersection between Los Angeles, Orange, and Riverside counties, approximately 40 miles east of the city of Los Angeles. With the I-10, I-15, Chino, and Pomona freeways converging and dividing the region, it is the gateway to the rest of the State, and it is also the eastern end of the air, rail and road transportation corridor connecting the Ports of Los Angeles and Long Beach.

The consortium’s regional boundaries align to the Chino, Upland, Chaffey, and Fontana Unified school districts, which taken together, comprise the Chaffey Community College District which officially demarcate the region. The majority of students enrolled in CAEP programs—about 94 percent—live within the consortium’s regional boundaries. A little over half these students (56%) come from the cities of Ontario and Fontana, two of the region’s three most populous cities, though about 44 percent live within Chaffey district boundaries.



Figure 3. Consortium Regional Boundaries

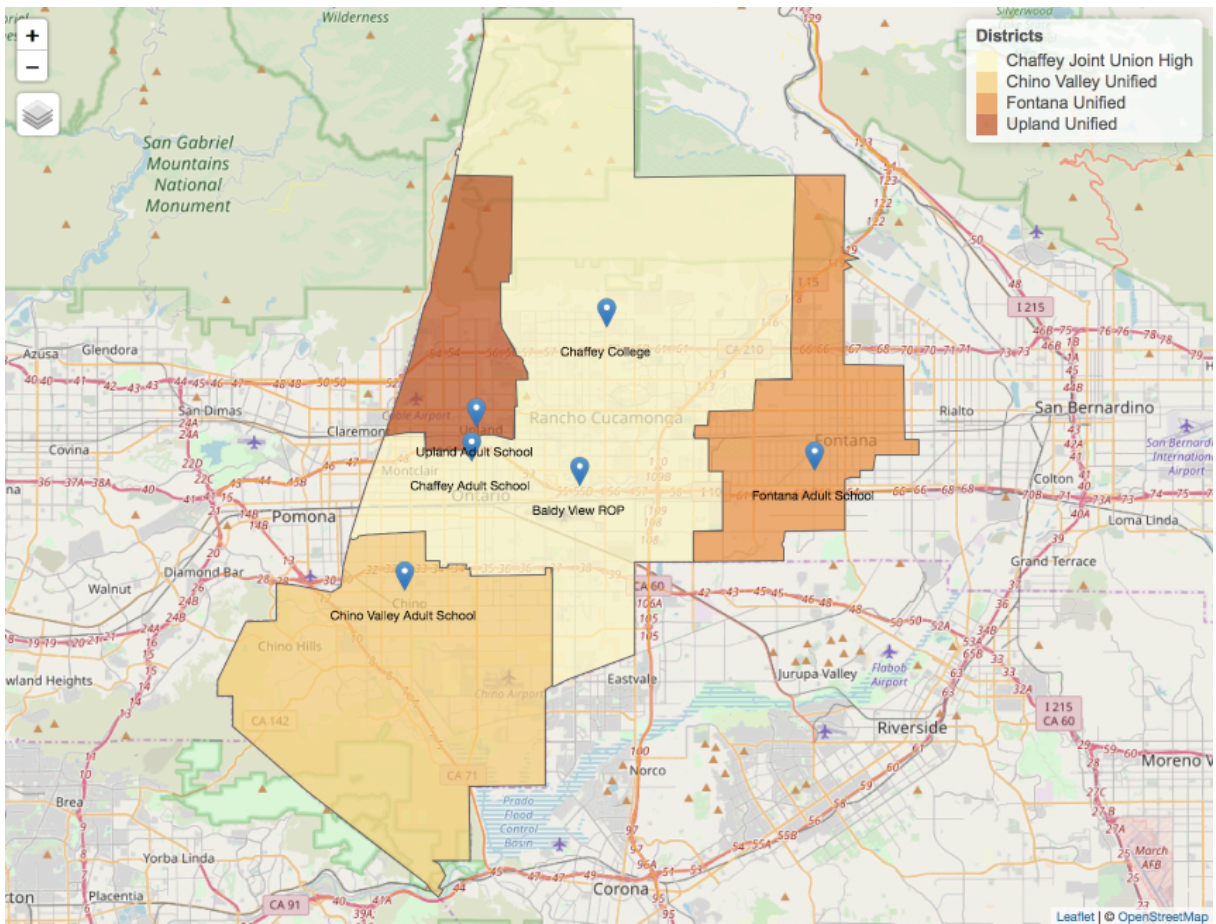


Table 3. Postal Codes Intersecting WECC Region

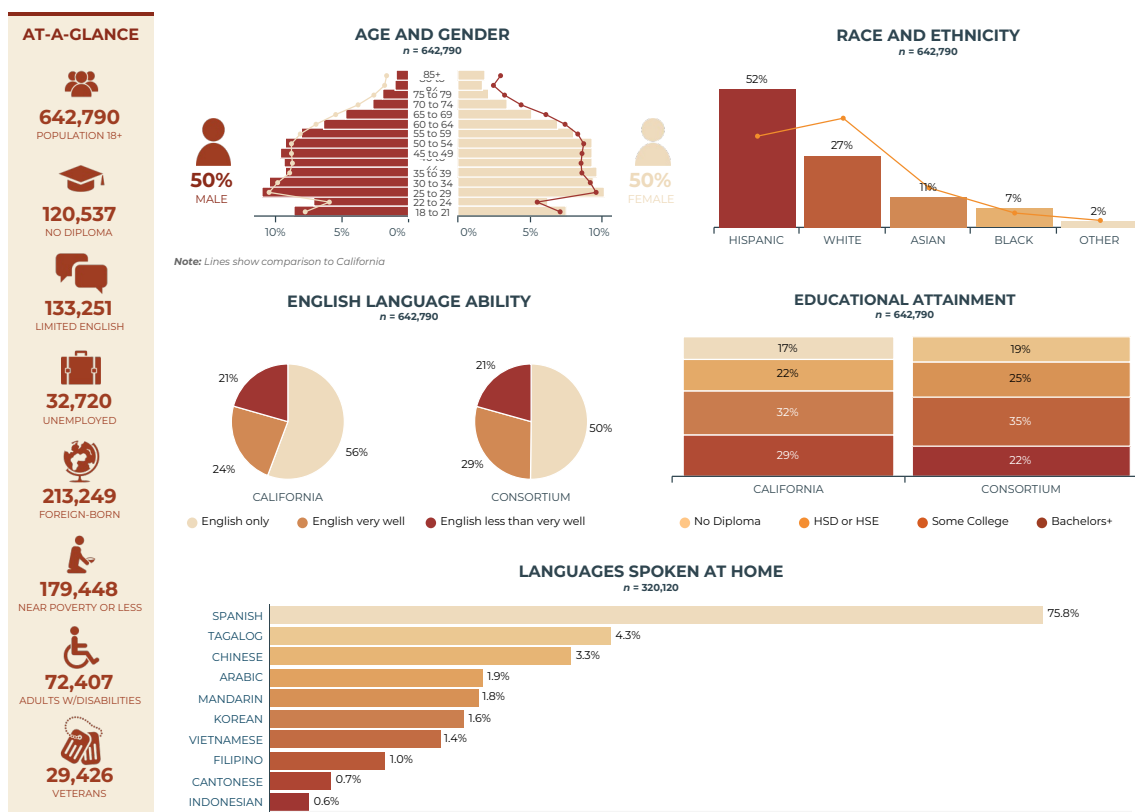
Chaffey Joint Union High	Chino Valley Unified	Fontana Unified	Upland Unified
91701, 91708, 91710, 91730, 91737, 91739, 91759, 91761, 91762, 91763, 91764, 91766, 91784, 91786, 92335, 92336, 92337, 92358, 92880	91708, 91709, 91710, 91761, 91762, 91763, 91766, 92880	91739, 91759, 91761, 92316, 92335, 92336, 92337, 92376, 92377	91701, 91730, 91759, 91762, 91763, 91784, 91786



Community Demographics

The WECC consortium community is varied and contains a breadth of incomes, educational levels, and ethnicities. Its members--Chaffey Community College District, Chino Valley, Fontana, Upland, and Chaffey Joint Union High School Districts as well as Baldy View Regional Occupational Program—represent over 642,000 adults in the cities of Chino, Chino Hills, Ontario, Rancho Cucamonga, Claremont, Montclair, Fontana, and Rialto. Racial diversity is high—nearly double the national average for racially diverse individuals—and the region has a relatively young population mix, which has helped to sustain economic growth and boost productivity. The region has 268,300 millennials (ages 20-34). Retirement risk is low in the region. The national average for an area this size is 328,451 people 55 or older, while within the WECC community there are 240,454. It is also a growing population, having increased by 4.7% since 2013 and it is expected to continue to grow by another 4.1% between 2018 and 2023, adding 48,089.

Figure 4. WECC Region At-A-Glance



Source: U.S. Census. 2013 - 2017 American Community Survey Public Use Microdata Sample (PUMS).



Consortium agencies will nevertheless need to continue to develop and expand programs to meet the diverse needs of its community, while also anticipating demographic changes that might impact the kinds of programs and services needed within the region.

Labor Market Outlook

While the region consists of a diverse array of top industry sectors, the region reflects a high rate of productivity in occupations related to warehousing and transportation, construction, and manufacturing. Transportation and warehousing grew by 51% percent between 2013 and 2018, adding over 20,000 jobs to the region at average annual earnings of approximately \$53,000. Closely related sector wholesale trade increased by 16% contributing just under 5,000 jobs to the local area. Construction and trades grew by 32% over the same time period adding over 10,000 jobs, while healthcare and social assistance grew by 27% with over 11,000 jobs added to the local economy. While wages vary widely in these sectors, they represent the largest industries in the region, and currently employ approximately 232,000 people--over half of the total area jobs.

Although the manufacturing sector grew by a comparably less rate at 12%, the sector remains one of the largest employers in the region at 51,500 jobs and is the largest contributor to economic output in the area at over \$7.5 billion in 2018. This number is reflective of total labor wages, profits, and taxes paid by the sector on an annual basis. These factors contribute to a sustainable economy that is able to provide economic opportunity at all socio-economic levels.

Consortium members play an important role in ensuring the stability and growth of the local economy by preparing adult students to succeed within the workforce. The consortium must therefore remain abreast of industry trends within the region and effectively plan to develop programs that can equip adult learners with the technical and soft skills employers look for and are essential for long-term personal and professional growth.



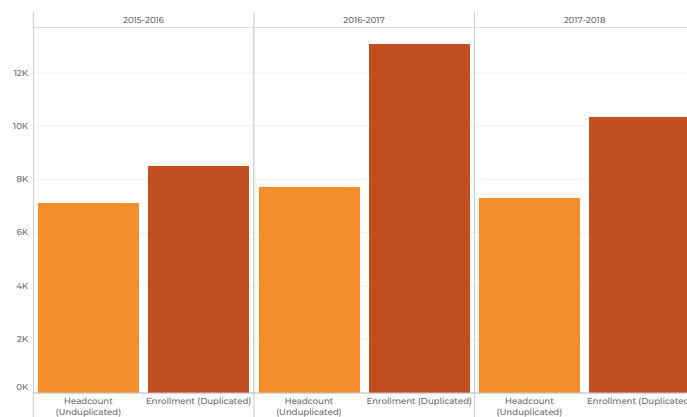
Enrollment Trends

To better understand the reach and impact of consortium activities, the WECC examined service enrollees in supportive services, training services, transition services and career services, and looked at measurable skills gains from pre- and post-testing in literacy for adult learners enrolled in program areas in the allowable AEBG categories: English as a Second Language; Adult Basic Skills and High School Diploma/High School Equivalency; CTE; Programs for Adults With Disabilities; Adults Training for Child School Success; Workforce entry/reentry; and Pre-apprenticeship.

Over the last three-year period, the number of students served in traditional adult education programs has increased by about 6 percent overall, from 7,567 in 2015-16 to 8,508 in 2017-18. The largest increases occurred in Fontana with 17 percent growth over the period, followed by Chino Valley which saw a modest increase of about 3 percent. Despite population growth of millennials within the region exceeding national averages, as of spring 2018, the consortium saw a decline in the number of students between the 20 and 34 by nearly 17 percent. Conversely, enrollments by students over the age of 35 have increased by 11 percent overall. Additionally, the consortium also saw a decline in African-American and White students, while the percentage of Hispanic students grew by about six percent (6%).

The largest program area is English as a Second Language (55%), followed by Adult Basic / Secondary education (36%), and Short-term Career and Technical Education (9%). Enrollments in programs for adults with disabilities are extremely low, with a grand total of 12 students enrolling in this program area in the last three years.

Figure 5. Consortium Enrollment by Program Year





Regional Need for Adult Education and Training Programs

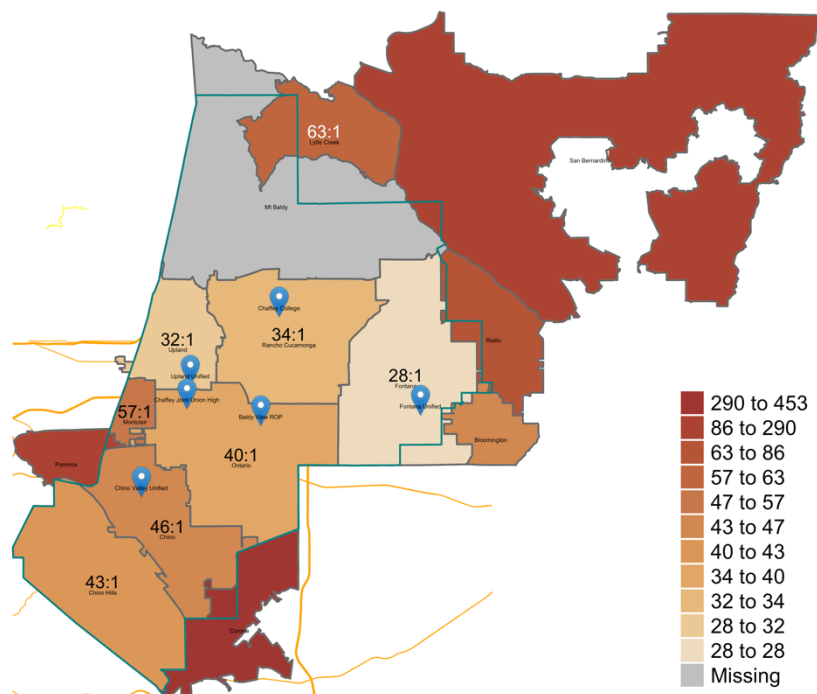
To identify populations that may be currently underserved, and to help inform conversations about ways to better serve populations with the greatest need within the Consortium's service area, composite measures based on number of students currently served and estimated needs were developed for each of the core program areas (i.e., ABE / ASE, ESL, CTE). The needs were aggregated at zip code and regional geographies to highlight disparate service levels. Likewise, analyses were intended to identify and clarify regional service areas, which could potentially extend beyond the parameters of state boundaries. Student-level data were provided to WestEd from each agency for the program year 2017-18 and geocoded to compare existing and potential student populations.

Adult Basic / Secondary Education

Adult basic and secondary education programs provide opportunities for adults to improve literacy and numeracy skills while completing their high school diploma or GED. Traditionally, this program area is broken into Adult Basic Education (ABE), which aligns to educational attainment levels approximating middle school or less or less, and Adult Secondary Education (ASE), which aligns to high school literacy and numeracy levels. The population in need of ABE/ASE programs aligns closely to the census data on educational attainment, specifically, adults over the age of 18 with less than a high school diploma.

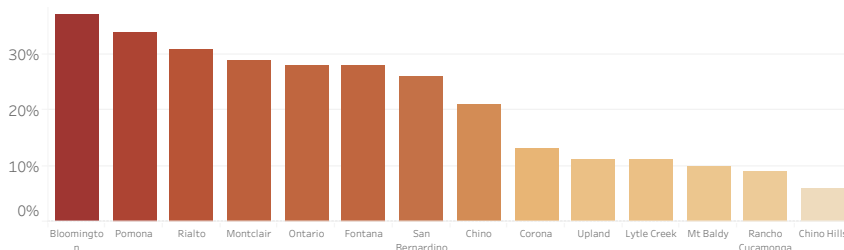


Figure 6. Regional Need for ABE / ASE Programs



Overall, the region shows a continued need for services in adult basic and secondary education. When compared with current enrollment data, consortium agencies serve ABE / ASE populations in higher proportions in the center of the region, particularly Ontario and Chino. Fontana, which has the one of the higher percentages of adults without a diploma among consortium cities, has the lowest proportion of potential to current students within the region.

Figure 7. Adult Population with No Diploma

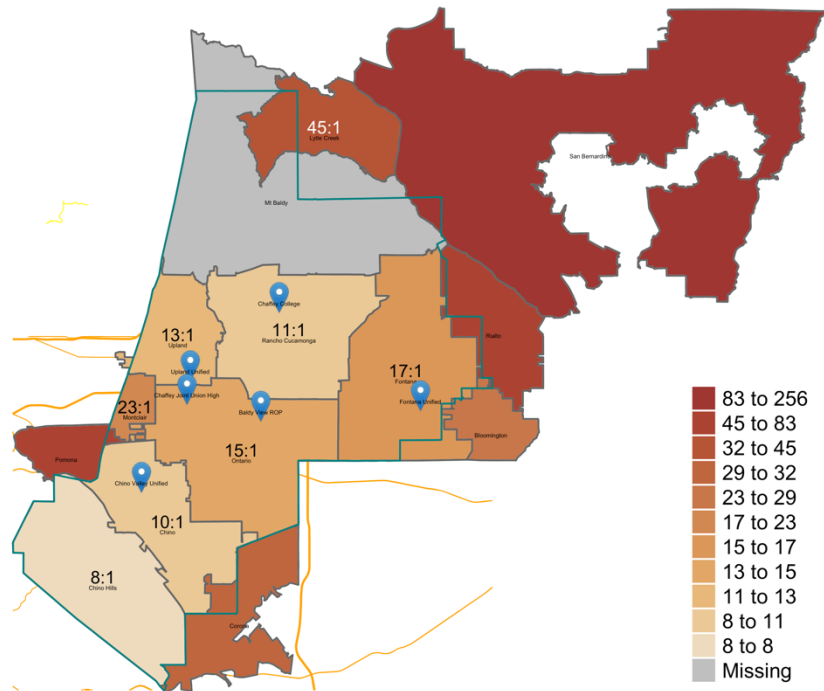




English As A Second Language / English Language Civics

Programs in ESL / EL Civics are designed to help immigrants learn or improve their English skills and, for those seeking it, help prepare them for US citizenship examinations. The target population for ESL and citizenship programs typically consists of adults who a) speak a language other than English at home and b) whose command of the English language is at or below high school levels—i.e., individuals who speak English less than “very well.” Within the region, approximately 21 percent of the adult population, or about 135 thousand adults, meet this definition.

Figure 8. Regional Need for ESL Programs



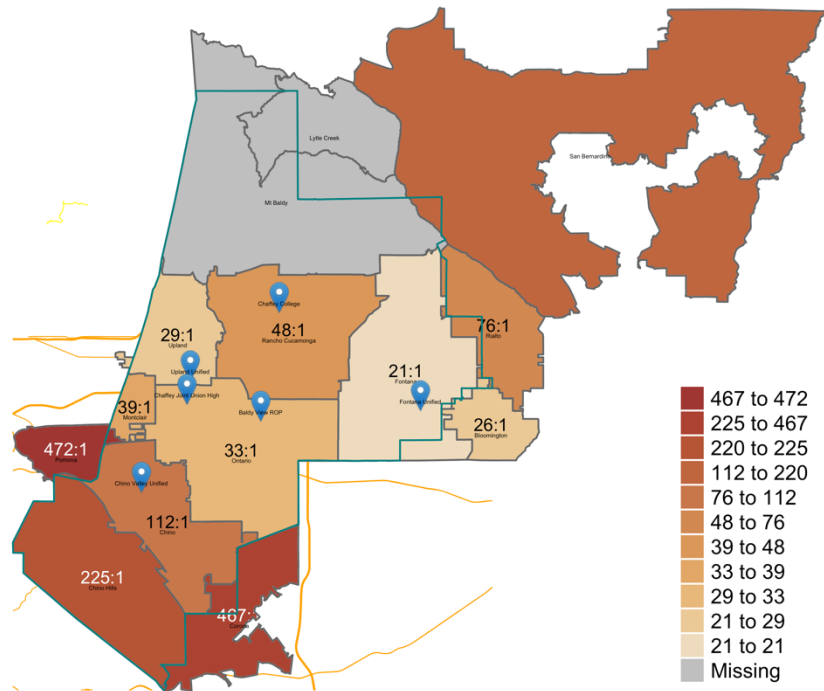
On the whole, consortium agencies are doing an effective job providing programs to meet the needs of English Language learners in the region, particularly in the Southernmost tip of the region, Chino and Chino Hills. Cities with the highest proportion of untapped ESL students are located more centrally within the region in Montclair, Fontana, and Ontario.



Short-term Career and Technical Education

Short-term Career and Technical Education (CTE) programs provide training in high-demand industries leading to postsecondary level certifications, industry-valued licenses, and ultimately, living wage jobs. Typically, short-term CTE programs are designed to take less than one year to complete, though this may vary by program and agency. The population segments most closely aligned to this program area are adults with a high school diploma or equivalent, and adults with some college but no degree, as well as the long-term unemployed.

Figure 9. Need for Programs in Short-Term CTE



Despite strong economic growth over the past five years, there remains a significant need support continued economic growth by ensuring the region’s workforce has the training and skills needed by employers and which pave the way to sustainable employment and living wage jobs. When compared to enrollments in CTE programs, Areas with the greatest need for training programs in high-demand industries are concentrated in the southernmost area of the region in



the cities of Chino and Chino Hills. Rancho Cucamonga, too, shows relatively high need as well. Given the consortium's proven effectiveness in programs in ESL, identifying opportunities to provide integrated training in growth sectors like transportation, logistics, wholesale, and manufacturing—all which provide robust opportunities for adults with less bachelor's degrees—could yield positive outcomes in the way of hastened transitions into the workforce, higher wages, as well as increased enrollments overall.



GOALS AND STRATEGIES

THEME A. Dedicated marketing to reach more members of the community served by the consortium and inform of them of the classes and programs available through the consortium.

- a. Goals:** Increase awareness of programs and services among students as well as among agency staff
- b. Strategies:** Increase social media presence and use targeted media such as print to tailor efforts to the community. Follow up with students who make an initial visit but do not return and make better use of existing district and community resources/partners

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 C. Expanded professional development opportunities for faculty and staff to promote career growth, curriculum innovation, better course relevance, and student success with a cohesive, shared professional development program across the consortium.

- a. Goals:** Promote development of shared knowledge through transparency, leadership, and continuity and foster an organizational culture to support continued professional growth.



- b. Strategies:** Plan more consortium-wide PD events and arrange visits between the college and adult schools in the consortium. Continue to support staff participation in local, regional and state PD events. Explore creation of program-level consortium-wide working groups and professional learning communities.

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.

THEME F. Improved collection of student data and using the data currently collected for meaningful program evaluation to better serve the consortium community and to recruit new students.

- a. Goals:** Improve organizational effectiveness through use of data that is understandable, accessible, and accurate, drawing on shared definitions and processes
- b. Strategies:** Improve data collection and capacity for tracking and analysis. Establish strategies to identify and connect with underserved areas of the region. Enhance data systems in



place to ensure that updated records are collected regularly, and information is accurate. Clarify and standardize definitions and data management processes, especially data related to barriers to employment.

THEME G. Increased investments in information technology as well as improving technology training for students.

- a. Goals:** Computer / digital literacy is integrated into academic and technical training programs as well as teacher professional development
- b. Strategies:** Make technology available to students across the curriculum; train teachers to work with students and to increase their own skill levels; incorporate technology elements into all programs such as ESL at Fontana (basic computer skills orientation required of all ESL students); conduct student and staff surveys online

THEME H. More staff across consortium programs and raising the amount of full-time staff members across the consortium.

- a. Goals:** Every agency has sufficient resources to meet the demand for services
- b. Strategies:** Work within district/agency guidelines to add staff where gaps exist and develop strategies to address resources needs, including diversification of funding sources

THEME I. New programs and courses to meet demand from the changing local labor market.

- a. Goals:** Programs and are aligned with the needs of regional employers and industry trends
- b. Strategies:** Identify labor market demand and growth and leverage resources with member agencies (BVR0P has CTE resources that should/could be leveraged-building a state-of-the-art logistics facility and planning a low-cost logistics course for adults)

THEME J. ESL and other non-native students learn soft skills and cultural norms to enable them more fully participate in economic and civic life

- a. Goals:** Immigrant integration and program contextualization become the cornerstone of ESL / civics programs across member agencies



- b. Strategies:** Make use of community resources such as guest speakers, libraries, volunteers, non-profit and community agencies in ESL classes. Incorporate culturally relevant materials into the curriculum with the help of programs like EL Civics. Use curricula that teach culture and workforce skills, such as Burlington English. Use up-to-date and standards-based textbooks. Educate adult school staff on dealing with students of other cultures and how to reinforce cultural norms.



Logic Model

Goal Statement: To provide comprehensive, relevant, and high-quality education and training to meet the unique needs of adults in the region

Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<ul style="list-style-type: none"> • Research base • Marketing assets (flyers, brochures, etc.) and mechanism to track ROI • Funding to hire new faculty / staff • Diversified funding to support region-wide expansion • Availability of faculty / staff to participate in professional development (PD) • High-quality professional development curriculum and materials 	<ul style="list-style-type: none"> • Targeted outreach to underserved populations • Expand capacity to deliver programs and services <ul style="list-style-type: none"> • Diversify fund sources • Leverage co-enrollment opportunities with college • Provide Shared professional development opportunities to educators and administrators • Improve student data collection and use of data for evaluating program effectiveness <ul style="list-style-type: none"> • Data group PLC • Tracking with CC 	<ul style="list-style-type: none"> • The number of adults contacted by consortium are increased • Increases in the number of full-time staff and locations where services are provided • Increases in new programs and courses to meet demand from the changing local labor market • Faculty / staff have Increased awareness of member agency programs and services, as well as opportunities for collaboration and expansion • Agencies establish common procedures and shared data definitions 	<ul style="list-style-type: none"> • Adults in underserved areas are more informed of consortium programs and aligned postsecondary and workforce opportunities • Partnerships between consortium members especially between Chaffey College and the various adult schools are enhanced / expanded • Programs and services are more cohesive and aligned to regional workforce needs • Agencies have a greater awareness of gaps and inconsistencies in student data systems and of strategies to correct and improve them 	<ul style="list-style-type: none"> • More students from underserved areas enrolling in and successfully complete consortium programs • Students more seamlessly transition among partner post-secondary / career training opportunities • Organizational effectiveness is improved through use of data that is understandable, accessible, and accurate, drawn on shared definitions and processes 	<ul style="list-style-type: none"> • More students earn HSD / HSE / GEDs • More students achieve educational functioning level gains at rates that are equivalent to or higher than current rates • More students earn post-secondary level certifications in key regional sectors • More students successfully transition into post-secondary and the workforce and / or advance in their current careers, seeing increased wages

Assumptions	External Factors
<ul style="list-style-type: none"> • Continued CAEP funding • Regional collaboration and shared governance have demonstrated the ability to improve regional adult education programs and services • Availability of supplementary funding (i.e., WIOA, LCFF, Perkins, etc.) are available • Resources leveraged with districts and partners remain equal to or greater than current levels 	<ul style="list-style-type: none"> • Local / national events impacting labor market and / or adult education trends • Significant changes in member / consortium leadership • Demographic / economic changes to the region impacting identified priorities • Changes in district priorities



Progress Indicators

The WEC Consortium has committed to the following progress indicators to measure progress and impact during the next three-year cycle. These objectives map directly to the WEC Logic Model and will be driving factors for annual plans throughout the funding period.

1. By the end of year 1, outreach and communications plan to identify and recruit adult learners from underserved areas of the region, replete with annual targets and anticipated returns.
2. Data dictionary has been developed by the end of year 1 and student data elements are more consistent and widely understood among various stakeholders, and student data are improved, particularly in the area of student services.
3. Increased professional development activities are provided and satisfaction rates by faculty / staff in each program area are at or above 90%.
4. Faculty / staff demonstrate increased understanding and awareness of CAEP objectives, consortium vision and purpose.
5. Enrollments in CAEP programs increase at rates commensurate with targets identified in communications plan, particularly among currently underserved regional populations



PILOTING AND IMPLEMENTATION

The following outlines pilot activities planned for the first year of the 2019 – 2022 three-year planning cycle.

- A. Targeted Marketing by Agency Service Area.** Communications / outreach plan will be developed to identify and connect with underserved populations within the region. Consortium will develop template mailers to be enhanced and expanded and will track response and matriculation rates of students upon intake. Communications plan will incorporate research inter alternative media (i.e., billboards, Omnitrans, DMV, freeway signs and print media) for promoting consortium programs, and utilize agency fact sheets, which will be maintained, and disseminated among agencies for reference.

- B. Professional Learning communities & shared professional development.** Professional learning communities (PLC) will be developed for data team staff and faculty in ESL and CTE.
 - a.** Data team PLC will convene to network, share best practices, and define / recommend business rules for data management and reporting across consortium agencies.

 - b.** Consortium will leverage Baldy View Expertise regarding marketing, professional development for CTE teachers, partnerships with workforce agencies & employers to develop PLC for CTE instructors. PLC will be tapped to aid consortium in identifying areas for further expansion, opportunities for improved collaboration among agencies, work-based learning, and ways to support transitions into the workforce.

 - c.** ESL Staff from across agencies will gather for **ESL Curriculum Institute** to map and articulate course, align course descriptions and skill-level descriptors across the



curriculum, and identify / incorporate career / workforce readiness opportunities

- d.** Continued support by consortium for staff to attend local, regional and state PD events as approved. Staff are encouraged to attend PD events held by other local consortia (such as Inland in August) and professional associations (such as CCAE).

C. Expand CTE programs based on labor market needs

- a.** BVROP will pilot logistics program in conjunction with UPS. New UPS hub will be leveraged for adult program. Security guard training will also be piloted as well.
- b.** Chino Adult School HVAC to be piloted in conjunction with Chaffey college, following the example of their successful implementation of previous pilots in EMT, child development, business / office technologies.
- c.** Consortium will research labor market needs and identify areas for further growth, including research into school-district needs (such as programs for instructional aides), and seek out opportunities to better leverage shared resources and align to pathways into college.