

08 West End Corridor/Chaffey Regional AE Consortium: Certified

Details

Consortium Information

Consortium Name:

08 West End Corridor/Chaffey Regional AE Consortium

Consortium Short Name:

08 West End Corridor

Address:

Chaffey Adult School | Ontario, CA | 91764

Website:

www.westendcorridor.org

Funding Channel 2022-23:

Fiscal Agent

CAEP Funds 2022-23:

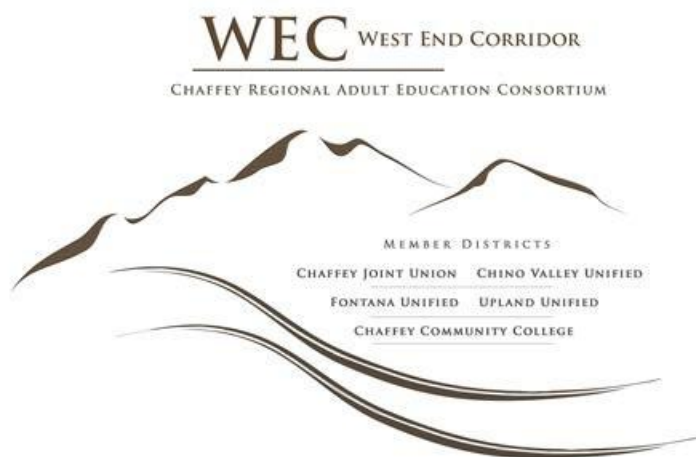
\$8,066,866

CAEP Funds 2021-22:

\$7,658,660

CAEP Funds 2020-21:

\$7,360,555



Consortium Contacts

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Primary Contact	Dana Galloway	dana.galloway@cjuhsd.net	Program Coordinator	(909) 391-5365
Fiscal Contact	Tammie Vaught	tammie.vaught@cjuhsd.net	Chf Fscl Svcs Officr	(909) 988-8511

Member Agencies

Member Agency	Member Type	Contact	Phone
Chaffey CCD	District	Dr. Matthew Morin	(909) 952-6103
Chaffey Joint Union High	High School District	Chaffey Adult School Todd Haag	(909) 391-5365 ext: 2800
Chino Valley Unified	Unified School District	Carl Hampton	(909) 627-9613
Fontana Unified	Unified School District	Cynthia Gleason	(909) 357-5490
Upland Unified	Unified School District	Andrew Stager	(909) 702-7344
Baldy View ROP	Regional Occupation Center/Program (ROC/P)	Dana Galloway	(909) 391-5365

Executive Summary

Executive Summary *

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

In the Assessment, the WECC identified the primary needs of adults in the region as basic skills, secondary credentials, English language and literacy improvement, and career training. This is based on the data indicating large numbers of individuals without a high school diploma or equivalent, who need to improve English language and literacy skills, or who are unemployed or have low skill/low wage jobs. A living wage in the area is now estimated at \$16.75/hour. The

cost of living in the Inland Empire, including home prices, continues to rise. With plentiful job openings, the WECC realizes the need to offer programs that are accessible to working individuals, as well as incorporating adequate support systems, creating pathways, and facilitating transitions.

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

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

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

Assessment

Overview and Preparation *

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

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

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

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

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

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

Data sources include the following:

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

Regional Alignment and Priorities *

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

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

Chaffey College Adult Education Partnership program. Chaffey College initiated the legislation that resulted in SB 554 and has dedicated resources to ensure the success of the Dual Enrollment Program. The college created a position to support the work of the consortium in the areas of dual enrollment, co-located classes, and transitions to post-secondary. The Assistant Director of Adult Education Pathways works at the programmatic level to create and monitor college enrollment opportunities for adult school students. Currently, co-located programs include CNA at FAS, and HVAC, EMT, and a construction trades program planned at CVAS.

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

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

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

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

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

San Bernardino County Superintendent of Schools. Cindy Prentice, ROP/CTE Program Manager, has attended WECC executive committee meetings for several years. She provides valuable input on county initiatives such as the COE project and resources

that her office can provide to support the WECC Plan.

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

Evaluate the Educational Needs of Adults in the Region *

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

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

Data used to determine regional needs include:

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

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

Contributions by Entities *

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

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

Cynthia Gleason, Fontana Unified School District (FAS)

Carl Hampton, Chino Valley Unified School District (CVAS)

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

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

Other contributors include:

Dana Galloway, Program Coordinator: Ms. Galloway attended numerous CAEP, CDE, CASAS and WestEd webinars regarding the new 3-Year Plan template, data analysis, and goal setting. She met periodically with the other San Bernardino County CAEP consortia directors in order to enhance regional coordination through understanding trends and initiatives related to CAEP objectives. She has worked with the Data Group and on her own to compile and interpret consortium data that has been incorporated into the Plan targets. She has met regularly with the WestEd team to facilitate surveys and meetings, and to gather the information and data needed to complete the Plan.

Laura Alvarado, Asst. Director of Adult Education at Chaffey College: Ms. Alvarado attends WECC executive committee meetings and has participated in the same activities as the member representatives above. She also works closely with the Program Coordinator to provide and interpret data pertaining to transitions and the college dual enrollment program.

WestEd: WestEd was contracted to work with the Consortium on the 3-Year Plan, primarily in the areas of quantitative and qualitative data gathering and interpretation of regional demographic and labor market data sources.

WECC Data Group: The Data Group met quarterly this year to discuss concerns related to improved data collection, accuracy and interpretation. One of its ongoing objectives is to support the member representatives by providing clear, actionable data to aid in the completion of the 3-Year Plan.

Regional Service Providers

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

Provider Name	Provider Type	Number of Participants in Program Area								
		ABE	ASE	ESL	El Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
*Chaffey CCD	Member Representative	0	0	197	0	132	0	225	0	0
*Chaffey Joint Union High	Member Representative	218	1,204	1,590	917	8	25	411	5	43
*Chino Valley Unified	Member Representative	40	208	1,583	960	0	0	49	49	0
*Fontana Unified	Member Representative	308	697	1,403	614	0	0	166	218	0
*Upland Unified	Member Representative	0	15	116	0	0	0	0	0	0
Total Participants		566	2124	4889	2491	140	25	851	272	43

* Member Agency required to input number of Participants

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

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprentices
Baldy View ROP	Other	×	×	×	×	×	×	✓	×	×
San Joaquin Valley College	Industry	×	×	×	×	×	×	✓	×	×
UTI	Industry	×	×	×	×	×	×	✓	×	×
American Career College	Other	×	✓	×	×	×	×	✓	×	×
Career Institute	Business	×	×	×	×	×	×	✓	×	×
Platt College	Other	×	×	×	×	×	×	✓	×	×
San Bernardino County Library	Other	✓	✓	✓	×	×	×	×	×	×
Upland Library	Other	✓	✓	✓	×	×	×	×	×	×
Ontario Library	Other	✓	✓	✓	×	×	×	×	×	×
Rancho Cucamonga Library	Other	✓	✓	✓	×	×	×	×	×	×
San Bernardino County Workforce Development	Workforce Development Board	×	×	×	×	×	×	×	✓	×
Goodwill Southern California	Community Organization	×	×	×	×	✓	×	✓	✓	×
The Salvation Army	Community Organization	×	×	×	×	×	×	✓	✓	×
MITA Masonry Industry Training Association	Industry	×	×	×	×	×	×	×	×	✓
CA Department of Rehabilitation	Community Organization	×	×	×	×	✓	×	×	✓	×
Deseret Industries	Community Organization	×	×	×	×	✓	×	×	✓	×

Provider Name	Provider Type	Program Area Where Services Are Provided								
		ABE	ASE	ESL	EL Civics	AWD	K12 Success	Short Term CTE	Workforce Reentry	Pre-Apprenticeship
Carpenters Local 909	Industry	×	×	×	×	×	×	×	×	✓
Chaffey College InTech Center	Other	×	×	×	×	×	×	✓	✓	✓
West Valley America's Job Center of California	Workforce Development Board	×	×	×	×	×	×	×	✓	×
InterpreterEd.com	Business	×	×	×	×	×	×	✓	×	×

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

Per the table provided, there are some private for-profit educational providers in the WECC region, mostly in the area of CTE. Some of these offer limited HSE preparation, especially if the certification offered requires it, (notably, healthcare certificates.) Some non-profit community organizations offer very limited job training or workforce re-entry services. The public libraries offer one-on-one literacy and HSE preparation, and sometimes ESL classes if they have a grant. The county WIOA I workforce system offers job training through the Career Institute and other providers on the ETPL (Eligible Training Provider List.)

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

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

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

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

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

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

Metrics: CAEP Barriers & Metrics

✓ **Student Barriers**

Adult Ed Metrics

- Low Literacy (AE 311 - Overall)

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

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

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

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

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Metric	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Target	2023-24 Target	2024-25 Target
All	* Number of Adults Served (AE 200 - Overall)	9,689	6,124		8,096	8,905	9,795
Student Barriers	Low Literacy (AE 311 - Overall)	8,658	5,638		7,286	8,014	8,815

Member Level Metric Targets

* Mandatory for all members

Chaffey CCD (Reported by Chaffey District)

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

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

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

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

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

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

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

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

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

Member Spending Targets

Member	Percent of 2019-20 Available Funds Spent	Percent of 2020-21 Available Funds Spent	Percent of 2021-22 Available Funds Spent	2022-23 Target	2023-24 Target	2024-25 Target
Chaffey CCD	100%	13%	0%	60%	60%	60%
Chaffey Joint Union High	100%	53%	0%	60%	60%	60%
Chino Valley Unified	100%	19%	0%	60%	60%	60%
Fontana Unified	100%	62%	0%	60%	60%	60%
Upland Unified	100%	67%	0%	60%	60%	60%

Objectives

Address Educational Needs

Description of Objective *

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

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

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

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

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

Improve Integration of Services & Transitions

Description of Objective *

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

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

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

Student Acceleration

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

Improve Effectiveness of Services

Description of Objective *

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

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

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

Activities & Outcomes

Activity Name *

Establish or expand off-site programming

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

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

Short-Term Outcomes (12 Months) *

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

Intermediate Outcomes (1-3 Years) *

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

Long-Term Outcomes (3-5 Years) *

Students gain greater social and economic mobility

Proposed Completion Date

06/20/2025

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Andrew Stager
Carl Hampton
Cynthia Gleason
Matthew Morin
Todd Haag

Activity Name *

Improve marketing/outreach

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

Intensify recruitment efforts region-wide

Short-Term Outcomes (12 Months) *

Prospective students are more knowledgeable of AE programs region-wide

Intermediate Outcomes (1-3 Years) *

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

Long-Term Outcomes (3-5 Years) *

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

Proposed Completion Date

06/20/2025

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Andrew Stager
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Todd Haag

Activity Name *

Expand ESL/Literacy programming

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

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

Short-Term Outcomes (12 Months) *

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

Intermediate Outcomes (1-3 Years) *

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

Long-Term Outcomes (3-5 Years) *

Students are better prepared to succeed in college and the workforce

Proposed Completion Date

06/20/2025

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Andrew Stager
Carl Hampton
Cynthia Gleason
Matthew Morin
Todd Haag

Activity Name *

Emphasize digital literacy skills

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

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

Short-Term Outcomes (12 Months) *

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

Intermediate Outcomes (1-3 Years) *

Increases in the number of students with improved digital literacy skills

Long-Term Outcomes (3-5 Years) *

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

Proposed Completion Date

06/20/2025

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Andrew Stager
Carl Hampton
Cynthia Gleason
Matthew Morin
Todd Haag

Activity Name *

Co-located career-focused training and education

Objective that Applies to this Activity

Address Educational Needs

Brief Description of Activity *

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

Short-Term Outcomes (12 Months) *

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

Intermediate Outcomes (1-3 Years) *

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

Long-Term Outcomes (3-5 Years) *

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

Proposed Completion Date

06/20/2025

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Andrew Stager
Carl Hampton
Cynthia Gleason
Matthew Morin
Todd Haag

Activity Name *

Improve access to support services

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

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

Short-Term Outcomes (12 Months) *

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

Intermediate Outcomes (1-3 Years) *

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

Long-Term Outcomes (3-5 Years) *

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

Proposed Completion Date

06/20/2025

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Andrew Stager
Carl Hampton
Cynthia Gleason
Todd Haag

Activity Name *

Improved member communication/coordination

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

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

Short-Term Outcomes (12 Months) *

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

Intermediate Outcomes (1-3 Years) *

Increases in referrals, enrollment and transitions between agencies

Long-Term Outcomes (3-5 Years) *

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

Proposed Completion Date

06/20/2025

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Andrew Stager
Carl Hampton
Cynthia Gleason
Matthew Morin
Todd Haag

Activity Name *

Intensify career/transition planning

Objective that Applies to this Activity

Improve Integration of Services & Transitions

Brief Description of Activity *

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

Short-Term Outcomes (12 Months) *

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

Intermediate Outcomes (1-3 Years) *

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

Long-Term Outcomes (3-5 Years) *

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

Proposed Completion Date

06/20/2025

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Andrew Stager
Carl Hampton
Cynthia Gleason
Matthew Morin
Todd Haag

Activity Name *

Support professional development opportunities

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

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

Short-Term Outcomes (12 Months) *

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

Intermediate Outcomes (1-3 Years) *

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

Long-Term Outcomes (3-5 Years) *

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

Proposed Completion Date

06/20/2025

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Andrew Stager
Carl Hampton
Cynthia Gleason
Matthew Morin
Todd Haag

Activity Name *

Programming to ensure access and success

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

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

Short-Term Outcomes (12 Months) *

Students have greater access to enrollment opportunities

Intermediate Outcomes (1-3 Years) *

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

Long-Term Outcomes (3-5 Years) *

Increased access and equity of outcomes

Proposed Completion Date

06/20/2025

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Andrew Stager
Carl Hampton
Cynthia Gleason
Matthew Morin
Todd Haag

Activity Name *

Pursue "Student Transition/Acceleration" group

Objective that Applies to this Activity

Improve Effectiveness of Services

Brief Description of Activity *

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

Short-Term Outcomes (12 Months) *

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

Intermediate Outcomes (1-3 Years) *

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

Long-Term Outcomes (3-5 Years) *

Students achieve their personal and professional goals in less time

Proposed Completion Date

06/20/2025

Adult Ed Metrics and Student Barriers

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

Responsible person(s)

Name
Andrew Stager
Carl Hampton
Cynthia Gleason
Matthew Morin
Todd Haag

Funds Evaluation

Member Allocations and Expenditures

Member Agency	Prior Year Total Leveraged Funds	Program Reporting Status
Baldy View ROP (Optional)	\$0	Draft
Chaffey CCD	\$859,760	Certified
Chaffey Joint Union High	\$4,680,387	Certified
Chino Valley Unified	\$1,947,645	Certified
Fontana Unified	\$2,856,159	Certified
Upland Unified	\$465,695	Certified
Totals	\$10,809,646	5/6 Certified

Funds Evaluation *

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

Other sources of funding include WIOA II grants at the adult schools, CALWORKS, Perkins, in-kind resources, fees, donations, LCAP, PPE support for COVID, and additional federal funds for COVID remediation. Local needs will be taken into account, such as labor market projections and changing demographic data. Efforts will continue to be made to ensure that all regions and populations are served, with attention to those that are underserved and underrepresented.

Basic literacy, ASE and ESL programs will continue to be funded with high priority. Blended, integrated, accelerated, and pathway programs are in increasing demand. The current job market is providing jobs to individuals who may otherwise have made the choice to return to school. Members must offer programs that are accessible to working

students. This may require an investment in technology for schools and students, and additional facilities, staff or training.

CTE is an area of continuing evolution for the Consortium. There are opportunities for growth and collaboration available at all the adult schools. Chaffey College works closely with the adult schools to offer co-located classes in response to labor market needs. WECC leadership supports the allocation of funds that will result in increased employment training opportunities for students in the region.

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

Certification

Chaffey CCD - Member Representative

Dr. Matthew Morin

Director of Adult Education and High School Partnerships

matthew.morin@chaffey.edu

(909) 952-6103

Approved by Dr. Matthew Morin

05/25/2022 04:55 PM PDT

Chaffey Joint Union High - Member Representative

Chaffey Adult School Todd Haag

Principal

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(909) 391-5365 ext: 2800

Approved by Chaffey Adult School Todd Haag

05/26/2022 01:59 PM PDT

Chino Valley Unified - Member Representative

Carl Hampton

carl_hampton@chino.k12.ca.us

(909) 627-9613

Approved by Carl Hampton

05/26/2022 02:16 PM PDT

Fontana Unified - Member Representative

Cynthia Gleason

Principal, Adult Education

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(909) 357-5490

Approved by Cynthia Gleason

05/25/2022 04:00 PM PDT

Upland Unified - Member Representative

Andrew Stager

Coordinator of Adult Ed and CTE

andrew_stager@upland.k12.ca.us

(909) 702-7344

Approved by Andrew Stager

05/25/2022 04:55 PM PDT



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