West End Corridor
Chaffey Regional Adult Education Consortium

AB 86 Reporting Requirement

Regional Comprehensive Plan (Final)

3/1/15

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Regional Adult Education Consortium

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Upland Unified School District

THE WEST END CORRIDOR (CHAFFEY) REGIONAL ADULT EDUCATION CONSORTIUM is comprised of Chaffey College and the adult schools within the community college district including Chaffey Joint Union High School, Chino Valley Unified, Fontana Unified and Upland Unified school districts. The Consortium is poised at the intersection of geography and opportunity and on the cusp of an economic boom at the gateway to the Inland Empire – the fastest growing region in Southern California – with the boom projected to last at least the next five years. The Inland Empire's economic growth and significance to the economies of Southern California and the state is highlighted in an article published in the *Los Angeles Times* in October 2014 (see Appendix C).

The Consortium sits astride a regional transportation and distribution hub – the transportation corridor that connects the Port of Long Beach/Port of Los Angeles/Pacific Rim shipping with continental North America by air, rail, and road….or the east end for goods bound for Pacific Rim destinations in Asia, Australia, and South America. The *Los Angeles Times* article predicts that there will be exceptional growth in transportation and logistics and well as warehouse, business and residential construction. A combination of factors are driving the economic projections for the Inland Empire,

including available open land, proximity to the ports, existing major air, rail and road corridors, and affordable housing.

In the past year, employment in the Inland Empire has grown 2.7 percent, double that of Los Angeles County and triple that of Orange County. The employment growth is projected to be even higher at 3.4 percent, with the sector of logistics being one of the prominent drivers of the projected increase.

AB 86 presents a unique opportunity for K-12 adult education and community college programs to examine existing systems and identify best approaches while leveraging resources to maximize student outcomes. AB 86 also provides a framework to begin to rectify the devastation brought by the severe cuts and program eliminations under categorical program flexibility during the state's recent recession.

In the West End Corridor Consortium region, 26094 adults were receiving instruction prior to the 2009 state budget cuts. In 2013, 14598 adults were served, representing a 44 percent reduction in adults receiving educational services – at the very moment in time when adult education should have been addressing the needs of the un- and underemployed. Stated another way, 11496 adults in the region have been on hold for years, at the same time unemployment had increased to at least 8 percent and even higher in lower income communities.

The West End Corridor Consortium's work over the past year has been dedicated to anticipating and meeting the changing needs and emerging opportunities of its communities. Its work is being accomplished through activities that include a weekly Executive Committee meeting, a large group strategic planning event, a follow-up advisory event, and a regional planning summit entitled "Strengthening the

Workforce: A Roundtable Discussion". In addition, the Consortium has conducted faculty and student surveys. The work of the Consortium is documented in the Activities Report in the following Plan.

The Consortium commitment has resulted in the formulation of a regional plan with unique goals, objectives, and guiding principles based on a shared vision, a collective mission, and common goals unique to the challenges and opportunities attributable to the West End Corridor.

It is worth noting that for the cost of providing education and employment training opportunities for adult students, the Return on Investment (ROI) is indisputable. If $12,000 is spent to train a nurse, that person will earn $1.5 million over a 30-year period, assuming an annual salary of $50,000. Within a 20 percent tax bracket, that same person will have paid $300,000 in taxes. This analysis applies to the wide range of programs that link adult education and employment training.

The core concepts of the WEST END CORRIDOR REGIONAL ADULT EDUCATION CONSORTIUM PLAN are direct responses to all seven objectives – and contain specific responses to Objectives 3, 5, 6, and 7, in the Five Program Areas addressed in the AB 86 Certificate of Eligibility.

The vision of the WEST END CORRIDOR REGIONAL ADULT EDUCATION CONSORTIUM is focused on the educational success of the individual student …on the student *now*, on the student *moving forward* – and on the student *secure in the community in the future.*

As you read the plan, you will see that it is divided into sections. The division and categories are arbitrary – in reality, there is the unity of a shared vision and a seamless

whole. There is overlap that occasionally appears to be redundancy. It is impossible to separate the actionable components, the objectives, and the program areas. Communications *is* Professional Development *is* Measurement and Accountability and all the other dynamic moving parts – they all blend together with Instruction and Student Services/Counseling. It is this overlap and unity of purpose that strengthens the plan and complements the Consortium's role as the unifier of all the separate parts of the Regional Adult Education Plan.

In planning and internal dialog – confirmed in conversations coming out of the AB 86 Adult Education Regional Planning Summit on October 6th and 7th with Assembly Education chair Joan Buchannan – it becomes obvious that the AB 86 planning process is proving to be an excellent beginning. But, as the work continues into implementation in FY 2015 and beyond, there is much more to be done. To be successful, West End Corridor and its statewide counterparts need to look beyond FY 2015, at least five years into the future.

The major issues not addressed in the AB 86 planning process are Funding and Consortia Continuation – *there should be a new funding formula and a new consortia paradigm.*

Several unresolved critical issues in traditional K12 Adult Education program areas remain: Parent Education, Programs for Older Adults, Post-incarceration Programs, and the changes to Immigration and Citizenship Education. The need is clear for better-informed parents to support their children in school and life. Current state trends forecast increased release from the corrections system, and changes to

federal immigration laws and regulations are coming – all of these possibly sooner than we expect. These need to be viewed as growth opportunities for Adult Education.

The AB 86 planning process is just the beginning. It will prepare us, the Consortium students, faculties, and communities, for the expected and the unexpected – for success.

ASSEMBLY BILL 86 BACKGROUND

Enacted in June 2013, Assembly Bill 86 is serving as the basis for California adult education and community college non-credit programs to jointly conduct an examination of their programs. The intent of this effort is to identify ways to improve and expand education opportunities for adult learners statewide. The base figures used by the AB 86 group to distribute planning grants to 70 consortia statewide exemplify the daunting challenge the state faces in addressing education and employment training for its adult population:

<u>Total State Population:</u>   <u>37,812,798</u>

- Poverty: 9,514,603

- Lacking High School Diploma: 7,322,792

- Unemployed: 3,566,976

- English Language learners: 15,728,547

- Adults with Disabilities: 3,827,476

- Seeking citizenship: 5,402,035

- Lacking literacy skills: 5,999,994

To support the work of the 70 consortia statewide, in 2013 the state legislature and governor appropriated $25 million along with the enactment of AB 86. The planning

pursuant to this funding expires June 30, 2015, at which time a new adult education program is scheduled to be initiated based on the collective work and recommendations of the consortia.

To set forth the planning, AB 86 calls for K-12 school districts to join with the region's community college district to form a local Adult Education Consortium. The provisions of AB 86 ask each Consortium to focus on the following objectives:

- Evaluate the current levels and types of adult education within a community college region.

- Evaluate the current need for adult education within the region.

- Develop plans for parties to integrate their existing programs and create seamless transitions.

- Develop plans to address the gaps.

- Develop plans to accelerate a student's progress.

- Develop plans to collaborate in providing professional development.

With a focus on workforce training, AB 86 specifies five program areas to be included in the Consortium planning:

- Elementary and secondary basic skills, including classes leading to a high school diploma and high school equivalency certificate.

- Classes for immigrants in citizenship and English as a second language, and workforce preparation classes in basic skills.

- Education programs for adults with disabilities.

- Short-term career technical education programs with a high employment potential.

- Programs for apprentices.

In the fall of 2013, the state's Community College Chancellor and the State Superintendent of Public Instruction initiated the AB 86 work by convening a working group composed of staffs from the two agencies and representatives of local school and community college districts. In December 2013, directions for conducting the work of each Consortium were published in what is now known as the Certificate of Eligibility (COE). This COE outlined the planning work to be done and set due dates for elements of consortia plans.

In January 2014, the initial AB 86 work required the identification of member districts within each Consortium.

In February 2014, each Consortium was required to identify its fiscal agent to manage the local AB 86 planning grant that was distributed to consortia through the $25 million appropriation.

On July 31, 2014, reports were due to identify the current status of adult education programs within a Consortium and the gaps in programs that need to be addressed. These requirements were addressed in Objectives 1, 2, and 4 of the COE.

On October 31, 2014, elements of the entire plan-to-date are due with a focus on implementation and identification of priorities for each Consortium. Priorities and strategies for implementation are identified in Objectives 3, 5, 6, and 7 of the COE.

On December 31, 2014, complete plans are due, inclusive of refinements to the October 31 draft. Refinements may reflect, but not necessarily be limited to, relevant data, supportive research, updated partnership information, graphics, and policy and legislative recommendations.

By March 1, 2015 or before, the Community College Chancellor and the State Superintendent are to submit recommendations on adult education and community college non-credit programs to the legislature and the governor. These recommendations should contribute to the formulation of new education code sections governing the programmatic and fiscal provisions of adult education and community college non-credit programs that would become effective on July 1, 2015. Also on March 1, 2015, final Consortium plans are due.

On July 1, 2015, a revised adult education program is scheduled to start with new statutory and funding provisions.

OVERVIEW OF CONSORTIUM

Organizational Structure

Member Agencies:

The members of the West End Corridor Adult Education Consortium are as follows:

- Chaffey Community College

- Chaffey Joint Union High School District

- Chino Valley Unified School District

- Fontana Unified School District

- Upland Unified School District

Partner Organizations:

The West End Corridor Consortium has, and will continue to convene forums to discuss the provisions of AB 86. It is at these forums that partner agencies and businesses will be identified as potential formal partners. These entities may already be partnering with a particular district, and the next step is having the same connection with

the consortium and its pending projects. The forthcoming 2015-16 legislation on adult education may further define the role and type of partners to be sought.

Shared Leadership Strategies:

Each member district is represented on the Consortium's Steering Committee. Leadership is shared primarily through decision making that focuses on reaching consensus on pending action items, especially those tied to budget actions. If need be a voting mechanism is available should the consensus approach not work.

The Steering Committee has been meeting since January 2014, and has successfully met the steps and conditions attached the AB 86 grant that was announced in December 2013. Early on, this committee acted on the decisions pertaining to the identification of members, creation of a memorandum of understanding, and selection of a fiscal agent. The Chaffey Joint Union High School District is serving as the fiscal agent. This arrangement has effectively served the needs of the Consortium.

Description of the Planning Process:

To develop the AB 86 consortium plan the Steering Committee has met on a regular basis since January 2014. To set forth the planning and writing necessary to submit the plan sections due to the state on July 31, 2014, the Steering Committee selected Adult Education Solutions (AES), a consulting firm, to assist. The contract with AES was approved in June 2014. Since then AES staff has met with the Steering Committee to develop the Consortium's comprehensive plan and meet the reporting deadlines of October 31 and December 31, 2014.

In September 2014, the Steering Committee hired Dr. Gabriel Petrocelli to serve as project manager of the consortium. With Petrocelli's background as an adult

education administrator, this personnel action is enhancing oversight of activities that are planned, reports that need to be submitted to the state, and coordination with AES.

Description of Consortium, Staff, and Student Involvement:

Consortium Activities

The following Activities Report is a summary of the various activities that the Consortium members scheduled, coordinated, and participated in, to inform and prepare the AB 86 Regional Consortium Plan due for submission on December 31, 2014.

CONSORTIUM ACTIVITIES REPORT

West End Corridor Consortium

CONSORTIUM MEMBERS: **West End Corridor / Chaffey Regional Adult Education Consortium**   - Chaffey Community College   - Chaffey Joint Union High School District   - Chino Valley Unified School District   - Fontana Unified School District   - Upland Unified School District
STEERING COMMITTEE: - Has met weekly from January 2014 to the present   - Composed of at least one Representative from each Consortium Member District   - Responsible for submission of AB 86 Consortium Application to the State   - Created the MOU that will be in effect throughout the period of the Planning Grant – (MOU to define responsibilities, shared leadership strategies and governance structure)

- Agreed that Chaffey Joint Union High School District would serve as the fiscal agent of the planning grant
- Responsible for the collection and consolidation of information from consortium meetings, the analysis of relevant district and student data, and the submission of reports as set forth by the AB 86 legislation
- Responsible for the review and approval of the contract with Adult Education Solutions (AES)
- Collaborate with Adult Education Solutions, a consultant group, that joined the Steering Committee weekly Meetings (beginning in June 2014) in the preparation of the Regional Comprehensive Plan: Due dates – July 31, 2014, October 31, 2014, December 31, 2014 and March 1, 2015
- In October the added a member to the steering committee, a project manager was hired, Gabe Petrocelli to assist with the Consortium's work

CONSORTIUM LOGO/BRANDING:
- Committee identified key descriptors that characterized the Consortium Region
- Several logos were designed to represent the Consortium Region
- Adult Education Solutions (AES) presented the designs to the Committee
- The Steering Committee made the final selection of the logo design

CONSORTIUM STRATEGIC PLANNING MEETING:
- Tuesday, September 23, 2014 at Chaffey Community College – Chino Campus Community Center from 8:00 a.m. to 12:00 p.m.
- Invited participants were the administrators, counselors, teachers (including teacher association representatives), classified staff and students
- The steering committee members presented information related to AB 86
- The participants met in two break-out sessions to discuss AB 86 Objectives 3, 5, 6, and 7
- Information from the breakout sessions was charted and scripted; then compiled to share with Consortium member districts and their stakeholders
- Information was reviewed and incorporated in the plan

ADULT EDUCATION REGIONAL PLANNING SUMMIT:

- Monday, October 6 and Tuesday, October 7, 2014 in Sacramento, CA
- Representatives from all 70 Adult Education Regions as well as the State Work Group and Cabinet participated
- Chaffey Community College representatives were Eric Bishop, Interim Vice President, Student Services and Delia Chavez, Counselor & ESL teacher
- K-12 representatives were Todd Haag, Principal, Chaffey Adult School and Dave Berry Counselor, Chaffey Adult School
- Welcome was given by the Chief Deputy Superintendent, Calif. Department of Education and the Chancellor of CA Community Colleges, additionally there was a Legislative Panel
- Consortium representatives engaged with other consortia reps, shared what they have learned during the planning process, shared promising practices and heard from the legislators
- Summit information was shared with Consortium Work Group and with Task Force Groups

CONSORTIUM FACULTY & STAFF SURVEY (Appendix B)**:**

- Co-developed by Adult Education Solutions and West Ed for certificated and classified staff
- The focus of the survey dealt with issues that were pertinent to the development of the West End Corridor Consortium Plan (Certificate of Eligibility Objectives 3, 5, 6, and 7)
- Surveys were administered and compiled electronically during the month of October 2014
- A total of 79 surveys (one from the community college and 78 from the adult schools) were completed during the administration period
- West Ed compiled the surveys and sent the Consortium preliminary highlights of the survey results
- The Consortium preliminary highlights resulting from the administration of the survey were reviewed at a November 2014 Steering Committee meeting

- A narrative regarding the survey highlights was written by AES to be included in the December 31 plan
- The survey highlights and findings informed the Consortium plan of December 31, 2014
- The narrative was included in the body of the plan and the highlights were placed in the appendix
- The Consortium will continue to solicit input and feedback from its faculty and staff

CONSORTIUM STUDENT SURVEY (Appendix B)**:**

- Co-developed by Adult Education Solutions and West Ed for adult students enrolled in AB 86 program areas
- The focus of the survey were issues pertinent to the development of the regional Consortium plan (Certificate of Eligibility Objectives 3, 5, 6, and 7)
- Surveys that in English and Spanish were administered in classrooms using paper survey forms and pencils in early November 2014 by each district
- A total of 534 surveys from adult education students were completed during the administration period
- West Ed compiled the surveys and sent the consortium preliminary highlights of the survey results
- A narrative regarding the survey highlights and findings was written by AES to be included in the December 31 plan (Appendix B)
- The survey highlights and findings informed the Consortium plan of December 31, 2014
- The narrative was included in the body of the plan and the highlights were placed in the appendix
- The Consortium will continue to secure input and feedback from its students

CONSORTIUM ADVISORY MEETING:

- The Consortium held a follow-up meeting for staff members on Tuesday, November 18, 2014 from 8:30 a.m. – 10:30 a.m. at Chino Valley Adult School
- Stakeholders included teachers, counselors, support staff and administrators

- There were approximately 30-35 staff members who attended the meeting
- Most of the attendees had attended the first Strategic Planning Meeting on September 23, 2014 and gained a good understanding and a positive attitude toward the goals of the AB86 and the Consortium work
- Members of the Steering Committee and consultants from Adult Education Solutions (AES) presented to the group
- The agenda included the following topics: budget process, an AB 86 update, an overview and highlights of the October 31 plan
- The key principles and pedagogy of the plan are as follows: all students will have an educational and career plan, pedagogy will be contextualized, assessments will be broadened beyond English and mathematics, and outcomes will be tracked and measured
- The presentations were followed by a break-out session for participants to discuss and respond to four questions focusing on how to improve student intake assessments; and, a discussion about the message participants would like to send to Sacramento
- The break-out sessions were facilitated by members of the Steering Committee
- Following the breakout sessions each group shared and submitted their notes
- The break-out group notes were compiled for the Consortium Steering Committee and used to inform the Consortium's plan

CONSORTIUM ROUND TABLE DISCUSSION:
- The Consortium hosted a "Strengthening the Workforce" Breakfast Roundtable Discussion on Thursday, December 11, 2014 from 8:00 a.m. – 10:00 a.m. at Chaffey Community College – Chino Campus
- There were approximately 30- 35 regional partners and stakeholders who attended the meeting
- Invitees included: regional state legislators and staff, representatives from the mayor and city council offices of Ontario and from Chino Hills, a representative from the County Board of Supervisors, superintendents and administrators from the k-12 districts, Deputy Director of SB County Workforce Development,

Work Development Department, West End SELPA, Associated Chaffey Teachers, Inland Empire Economic Partnership, Fontana and Rialto Police Departments

- The agenda included the following discussion topics: projected economic growth in the Inland Empire, workforce projections and needs, relationship between workforce and education, Assembly Bill 86 – Regional Adult Education Consortium, the West End Corridor AB 86 Plan, legislative perspectives, and the California education and workforce budget
- The Principal from Chino Valley Adult School, Carl Hampton, welcomed the guests, and David Jaquez, a student from Boy's Republic, shared how Boy's Republic and adult education has prepared him for the workforce
- The keynote speaker was the Executive director of Southern Cal Association of Governments, Hasan Ikhrata
- The Assistant Principal from Chaffey Adult School, Dana Galloway, shared an overview of the West End Corridor AB 86 Consortium Plan and there was a legislative and budget overview by Adult Education Solutions
- The attendees were able to ask questions and network
- The meeting closed with the theme – "Education and Workforce: Return on Investment," with the reminder that our students are parents, or will become parents, and their children (k-12) will benefit from their improved status with respect to education, career, income, etc.
- A contact list was generated and sent to all who attended the meeting
- A proposed next step will be the formation of a Partner Steering Committee

STUDENT SERVICES SUPPORT TOOL PRESENTATION: CAREER CRUISING
- One of the key AB 86 identified needs of the Consortium is that of providing the resources to support academic and career pathways for all students
- Adult Education Solutions suggested Career Cruising for the Steering Committee's consideration and review

- At the Thursday, October 30, 2014 Steering Committee Meeting, members viewed a presentation and demonstration of Career Cruising a career learning Program
- The mission of the program is "to inform one's career dreams to help bring them to life by developing the world's most engaging and inspiring career exploration software – full of useful real-world career information, to have a real chance to fulfill their potential"
- The program contains an interactive living portfolio, a career matchmaker interest inventory, multimedia occupational profiles, and detailed career information
- The program may be used by the Consortium to support and enhance the student academic and career pathway goals in 2015-16
- The leadership team will continue their discussions regarding the possible use of the program

PROGRAM DATA MANAGEMENT AND INDICATOR SYSTEM PRESENTATION:

DATA DASHBOARD

- Senate Bill 173 establishes processes and new authorities to align student assessment policy, performance data and accountability systems for the California Community Colleges and k-12 districts
- AES consultant group suggested that the Steering Committee invite John Davey, President of mc2 Technologies, Incorporated to present the dashboard, a performance dashboard for adult and career educators
- The dashboard has the capacity to capture adult school or regional occupational program key performance indicators and operating metrics from all data sources and present them in real-time
- At the Thursday, November 6, 2014 Steering Committee Meeting, John Davey presented a demonstration of a dashboard program
- The Consortium could identify the metrics critical to its program and set key performance targets utilizing performance dashboard measures

> - The program may be used by the consortium to support and inform the student academic and career pathway progress in 2015-16
> - The leadership team will continue their discussions regarding the possible use of a dashboard

West End Corridor leadership has convened three forums to present information on AB 86 and elicit recommendations on the development of their consortium plan. These forums have been held at the Chino Campus of Chaffey Community College and included teachers, counselors, administrators, and business and community partners.

To further gain insights on development of the consortium plan, surveys were administered to teachers, staffs, and students.

Highlights from Faculty and Staff Survey *(Appendix B)*

When asked about the most important thing that can be done to improve/expand services in your community, respondents identified funding and an increased offering of classes, including those provided on-line. ESL, high school diploma (GED), and Adult Basic Education programs were rated as being above average or very high in terms of quality and effectiveness. In regards to adequacy, respondents identified the same three subject areas.

When asked about the need for additional courses, ESL and vocational classes were identified. When it came to the need for additional services, childcare and counseling were most commonly mentioned.

When asked about existing collaborations, respondents identified city and county social services as being best and most well-known. Employer groups and chambers of commerce were cited as having the least collaboration. Student referrals were identified as the area with the potential highest collaboration amongst districts. Adult school

respondents cited insufficient time, lack of professional development, and lack of incentives as the largest barriers to collaboration with outside service providers.

Strategies identified to accelerate student progress included competency-based instruction and contextualization of subject matter. On professional development, adult school respondents identified two areas to be pursued: building of career pathways and use of technology to enhance to access to learning.

Highlights from Student Survey *(Appendix B)*

The administration and the pursuing results of this student survey will assist in further developing and refining the West End consortium plan to better reflect the wants and needs of its client population, namely students. Student survey results also provide an opportunity to further explore and examine results to seek more precise information on particular topics. This survey asked a question about receptivity to attending early classes. An example of such a refinement would be to probe on the specific time of early classes that would result in the greater accessibility for interested students.

Seventy-seven percent of respondents in this student survey were adult school students, and two-thirds were females. For the community college group, the largest age group, at 42 percent, was 18-24 years old, while for adult schools, split into one-third each were the age groups of 18-24, 31-39, and 40-55. With both the community college and adult school groups, the dominant ethnic group was Hispanic/Latino.

Relative to selection of their college and adult school, respondents identified family/friends as being the basis for referral. In terms of basis for deciding on a college or adult school, both groups cited as the highest "easy to get to location." In both settings, attendance has been for less than one-year.

Community college students were enrolled on an even basis in the five following areas: career training, seeking an AA degree, learning to speak English, and earning credits to transfer to a four-year college. Adult school students were primarily enrolled in courses to learn to speak English or improve English skills. Both sets of students identified the following three areas as the preferred career options: education, child development, and family resources. Following these choices were careers in health science and medical technology.

A majority of community college and adult school students said that they could take a class on-line, and an even larger percentage, 91 percent, responded that they could take such a class with the help of an assigned teacher. Regarding the scheduling of classes, a majority or both group of students replied negatively to attending early classes, for example at about five a.m. Meanwhile, nearly two-third of both groups responded that they would take classes on Saturday or Sunday.

Student Survey on Technology *(Appendix B)*

Chaffey Community Adult School is currently participating in the OTAN on-line student technology survey. To date, 248 adult students representing all levels of ESL, ABE, ASE and GED participated in the survey, and the survey will be ongoing for the next month. It is safe to assume that Chaffey Adult School student survey results statistically can be transferred to represent most adult students within the West End Corridor Consortium.

Survey highlights and actionable trends are as follows: (Actual survey results can be found in Appendix B.)

- Over 80 percent of Chaffey students have mobile or desktop technology that allows them regular use of the Internet.

- The top two uses of the Internet involve doing research and communicating through e-mail. Also, nearly 100 percent indicated that they regularly used their smart phones for texting. The rest of Internet usage includes the full range of activities from general societal/daily tasks to shopping and paying bills.

- A much lower percentage, less than 25 percent, indicated that they use their smart phone and/or computer at work. This, of course, suggests that 75 percent do not use their smart phone or computer at/for work. This also might offer indications about their required tasks at work.

- Relative to "learning activities," 50 percent indicated that they used a computer at school to learn and 72 percent indicated that they used their computer to "learn" at home.

It is important to note that this survey is exclusively quantitative and further qualitative research could develop insights that could more fully inform planning.

Overall conclusions indicate that significant numbers of adult school students have access to smart phone and computer technology. The study also indicates that technology is being used as a learning tool and seems to be part of the communications feedback loop between teachers and students. The most important conclusion is that this technology trend indicates that further qualitative research could drive changes in instructional content, delivery, measurement and feedback loops.

Chaffey Joint Union Business Community Survey *(Appendix B)*

Chaffey Joint Union High School District conducted a survey of the business community to determine what employee applicant attributes and qualities are key for hiring decisions. Quantitative and qualitative results of this survey are found in Appendix B.

While all 12 attributes are rated as either "extremely high priority" or "high priority," it's important to note that, except for one category, "bilingual," collective results range from a low of 36 to a high of 44, indicating rather high priority for 11 of the 12 categories.

Further qualitative studies could reveal more specific insights that could inform West End Corridor adult education workforce preparation programs. It's safe to conclude that 11 of 12 attributes may serve as a checklist for existing and evolving curricula and measurement plans.

Communication Plan:

To date, consortium communication has primarily been centered on the activities of the Steering Committee and its planning process. This communication has primarily been managed by the Chaffey school district, whose adult education office has served as the site for committee meetings.

The leadership of this consortium has discussed the need broader based communication systems to address internal demands and reach out to the public, inclusive of students, staffs, partners, and employers. This plan contains a section on Communication and Marketing that describes what is needed and how to address it.

Demographic Profile of the Region:

The population of this consortium because of its population, location, geographic size, housing development, and growth is varied and contains the breadth of incomes, educational levels, and ethnicities. No one group dominates. When focused on adult education needs, sobering statistics demonstrate the clear need for an expansion of educational opportunities:

Total Population:	**845,998**
Lack a high school diploma	177,660
Poverty	131,976
Unemployment:	96,444
ESL	351,900
Adults with Disabilities	85,833
Citizenship needed	120,861
Lacking literacy skills	134,240

Figures used by state to calculate AB 86 planning grants.

Economic Profile of the Region:

As mentioned in the Executive Summary, the West End Corridor consortium is situated at the northwest corner of the Inland Empire, an area now being described as the region of the state that is experiencing the fastest economic growth. The growth is projected to last at least for the next five years. It is an economic growth attributable to a number of factors:

- A logistics hub because of its proximity to major highway and rail corridor transportation.

- Connection to the nearby major ports of Los Angeles and Long Beach, which serve the Pacific Rim of commerce.

- Open land that is making it possible to begin commercial and housing developments.

These clear indicators of job growth establish a path for adult education programs to address the literacy and job training needs that will allow local residents to benefit.

Economic Growth in the West End Corridor Region

Focused on adult education and employment training, the West End Corridor Consortium is in the ideal position of being in a region that is experiencing the fastest economic growth in California. Its title is based on its location in the western section of the Inland Empire, a Southern California area identified by the *Los Angeles Times* as a driving force in the economic growth and recovery of the entire state.

In an article published in October 2014, the *Los Angeles Times* described the Inland Empire economy as the *"fastest-growing region in Southern California – a trend predicted to continue over the next five years."* (Appendix C.) This assessment and prediction are based on a confluence of the following factors:

1. Available open land for construction of major buildings to support distribution and manufacturing;

2. Proximity to the Los Angeles and Long Beach ports;

3. Existing major transportation corridors in rail and interstate highways;

4. Affordable housing when compared to Los Angeles and Orange Counties.

These factors combine to provide distinct advantages for this region's economic growth over built-out coastal areas.

The economic forecast cited by the *Times* predicts that the Inland Empire will add jobs at a faster pace, 3.4 percent annually, than other regions of the state. The employment growth is predicted to be in both lower-wage and high-income jobs. According to the *Times,* the economic recovery in this region is broad-based. The sectors driving the economic growth are the leisure and hospitality industries, logistics, high-end professional services, trade, and transportation. It is also predicted that with the economic growth of the area, its housing market, both in sales and new construction, will also see improvements.

These positive factors uniquely position the districts in the West End Corridor Consortium to be major providers of the education and employment training that will be needed to support this region's economic growth. The positive economic projections also present increased opportunities for leveraging resources and partnering with private and public entities that will be a part of the forthcoming economic growth.

SEVEN OBJECTIVES

In keeping with the spirit and letter of Assembly Bill 86 and the prescriptive activities outlined in the Certificate of Eligibility, following are narratives for Objectives 1 through 7. Work plans that informed the following narratives are outlined as exhibits in Appendix A.

The narratives for these seven objectives are part of the "process undertaken to address the requirements of AB 86."

Objective 1: Current Programs and Services

***Describe, in a narrative format, the services and programs the consortium
members and partners are currently providing and provide a narrative evaluation
of adequacy and quality.***

The five districts in this consortium are delivering adult education programs that
address the varying income, education, and citizenship status of residents in the region.
These districts are also offering courses in the five program areas of AB 86. Program
areas include English as a Second Language, Citizenship, Basic Skills, Secondary
Skills, and Career Technical Education. Additionally, members offer courses for Adults
with Disabilities, Incarcerated Adults and Apprenticeships. To date, the consortium
process has allowed for the initiation of valuable discussions centered on the assets of
each district with the potential to build the bridges that will benefit students. With
Chaffey College as a hub, the area is maximizing adult education and community
college non-credit resources to deliver its programs effectively to its students – through
traditional and virtual systems. Chaffey College has developed an effective Distance
Learning program that is regularly tracked, measured and adjusted in the interest of
optimal outcomes. Several of the adult schools utilize on-line platforms for delivery of
diploma and GED preparation curriculum, and blended models of instruction are also
being developed.

Although not addressed in AB 86, it is important to note that the majority of adult
students are parents of K-12 students or will soon become parents of K-12 students.
That this parent cohort is not addressed in the bill does not reflect the reality of
Parenting programs that are currently offered and/or could be offered in the future.

It is significant to note that the Chaffey Consortium has model programs for adults with disabilities, incarcerated adults – particularly incarcerated women, at-risk youth (Boys' Republic), destination Career Technical Education programs and apprenticeships in masonry and electrical.

Neither quality nor adequacy could be considered optimal simply because of significant cuts in funding that have both limited the quantity (adequacy) of services and programs to the Chaffey adult community as well as the quality of programs that have been forced to reduce professional development, formative evaluations, counseling, measurement and access to certifications. Having said this, enrollment in most adult school programs remains strong, with ESL, HSE and diploma classes often at capacity.

Objective 2: Current Needs

Describe and assess current needs for each of the adult education program areas (1-5) as informed by regional data. Provide an overview of the consortium's region including analysis/description of the local regional economy.

The Chaffey consortium is located in the western section of San Bernardino County next to the eastern border of Los Angeles County. San Bernardino County encompasses a large geographic area reaching to the Nevada border, much of it open land with arid and semi-arid conditions. It is also a part of southeastern California that is referred to as the "Inland Empire," along with Riverside County.

As evidenced by a growing population nearing one million, in the past 30 years this consortium region has witnessed rapid growth due to new housing developments facilitated by the availability of open land and the construction of two major transportation arteries, the 210 and 15 freeways. In this region, new developments tend

to be in the foothills near and north of the east-west 210 freeway and alongside of the north-south 15 freeway. Older neighborhoods and housing tend to be found south of the foothills, bordering on the 10 freeway.

The area is primarily composed of single-family homes, many relatively new, with multiple condominium and apartment units throughout, especially in the older sections of the region. Property values in this region fell significantly in the recent downturn of the housing market, but indications are that this market has begun to rebound in the area. Post-secondary opportunities are as available as they are in most major urban areas, with opportunities for enrollment in community colleges, state universities, and private and public universities, including the University of California at Riverside and California State University at San Bernardino.

The economy of this region is widely varied with opportunities in the complete range of businesses and occupations. It is a consortium region that is 35 miles from the center of activity of Los Angeles County, and is also located close to the centers of Riverside and San Bernardino Counties. As will be noted in the local statistics for the Local Control Funding Formula (LCFF), it is also a region with pockets of poverty; these tend to be concentrated, thereby presenting challenges to education institutions and other public services. Recent regional editorials have indicated that while optimism for the area continues to improve, poverty levels remain inordinately higher than other parts of California. In addressing the contributing elements of poverty, education clearly is at the top of the list.

The need for adult education begins to be evidenced by the statistics used to provide the AB 86 consortium grant:

Total population:	**845,998**
Poverty:	131,976
No High School diploma:	177,660
Unemployment:	96,444
ESL	351,900
Adults with disabilities	85,633
Citizenship	120,861
Literacy	134,240

These statistics show that close to 50 percent of the region's adult population needs English language instruction, while 20 percent lack a high school diploma. As it is well known, the lack of English skills and a high school diploma severely impact an individuals' ability to secure a living wage for employment.

Another set of statistics worth reviewing are those used by the state to distribute supplemental funds to K-12 school districts. To recap, at the same time as AB 86 was being enacted, the main focus of school finance at the state level was the Governor's impetus to reform K-12 funding through the LCFF. The essence of this formula was to eliminate as many categorical programs as possible and those funds to create a funding source for school districts. Districts would then receive a block grant and set local priorities for expenditures, thereby ensuring local control. Adult Education as a categorical program was subsumed in the formula.

The LCFF also provides supplemental funds to districts based on students identified as English learner, low income, and foster youth. The following lists

consortium district members and the percentage of pupils meeting the LCFF

supplemental criteria:

District	Enrollment	Percentage
Chaffey Joint Union HS	23,999	55%
Chino Valley USD	29,765	49%
Fontana USD	39,260	89%
Upland USD	11,730	55%

These figures indicate that for three of the districts nearly one-half of its pupils

meet the above-mentioned criteria. Within Fontana, nearly all pupils are identifiable

within one of the three categories. The figures are indicative of the economic and

education challenges faced by families in this consortium region. It is also important to

note that these are the same student populations that will enroll at Chaffey College, thus

bringing the same challenges to that campus as the K-12 districts face. With the

statistics from the AB 86 grant and the LCFF, it can safely be stated that needs are far

from being met and that state resources are needed.

Objective 3: Seamless Transitions

**Plans for Consortium members, and partners to integrate existing programs and
create seamless transitions into postsecondary education or the workforce.**

Students must understand what they bring to the table in terms of experience,

skills, knowledge, interests and passions. A leveraged career support services center

would afford students the opportunity to complete assessments in a comfortable

environment. A career/educational pathway will be developed that describes target

goals and courses of study, as well as skills and experiences that are required to meet those goals. Additionally, the career pathway should include a roadmap that identifies advisors, resources, training, timelines, and career certifications. All of the above identify the elements of a career pathway. The career pathway could be considered the most important intake element of the adult education counseling/student service process. Pathway options will cover roadmaps to post-secondary opportunities, including community college, or the workforce.

To develop a realistic and achievable career pathway, it's critical to develop assessment strategies that identify experiences, skills, interests, resources and determination. Additionally, pathway guiding principles should consider *appropriate placement* and the *ability to benefit* as critical elements in developing realistic and achievable pathways.

Traditionally, these assessments have been developed through limited proficiency testing and subjective interviews. Historically, many of these assessments were accurate or worked in spite of limited understanding on the part of the intake counselor. Needless to say, many students, without the benefit of contemporary tools, found their way into nursing, construction, culinary or cosmetology careers. This Consortium recognizes current and past successes, but encourages the use of tools that could complement traditional practices with more thorough assessments that go beyond language and math and thus include other skills, experiences, interests and passions.

Some of these tools are interactive electronic software programs that provide comprehensive assessments, career explorations, interest inventories and tailored

career pathways. These pathways should recognize differences in geographic opportunities and compensation. Additionally some of these tools allow for counselor access, tracking, interventions, adjustments and language needs. Finally, since these tools are electronic, they remain dynamic and vital and thus can operate through seamless transitions from adult school to community college, apprenticeships, trade schools or the military. This Consortium believes that improving and standardizing intake with more comprehensive and tailored tools will expand and improve student outcomes.

Pathways should be developed at any point of entry into Consortium programs and should identify the alignments and transitions that are required elements of the student plan. Creating alignments that inform articulation agreements and creating transitions that approach seamlessness is the challenge for Consortium members. Developing Consortium joint articulation committees will improve alignments, expand articulation agreements and ease student transitions. Understanding the values of leveraging delivery systems through destination programs and creating "passports" that ease transitions is the implementation challenge that this articulation committee should resolve.

Most adult education and community college academic and vocational curricula are currently fixed and standardized through state guidelines, academic senates, industry, and government. Curriculum content could be improved and modified through joint examination and modernizing of existing academic curricula. Career Technical Education is updated more regularly by the needs of industry and continually evolving technology.

However, beyond content, outcomes can be improved and expanded through examination of best practices of blended virtual delivery systems, use of technology, and on-the-job training through internships and apprenticeships. Also, adopting contextualized learning as a principle of progress allows students to begin career training concurrent with academic programs, including ESL, Adult Basic Skills, and Adult Secondary Education.

Student assessments will be used to identify pathways for students, instructors, counselors, and other guidance providers. Assessments will be formative and scheduled so that students, teachers, and support staff are constantly in-tune with student progress, barriers and interventions. Current competency-based approaches will guide further improvement and development of formative techniques. Ultimate progress indicators will be driven by summative assessments that are easily defined through diplomas, industry and government certifications, employment and advancement.

Consortium plan management and assessment will be managed by a uniform data system that provides information in real time and identifies key progress indicators of success. Members and partners of the Consortium as well as field staff and stakeholders must understand the pathway process with options and opportunities available through Consortium schools and programs – within the school, within the district, and within the Consortium. This communications challenge is better discussed in the unit on communications of this Consortium plan. An articulation committee will be able to identify the information and operation insights that will provide content for the communications plan.

Objective 4: Address Gaps

AB 86 has provided an unprecedented and much-needed opportunity for Consortium members to assess what adult education programs are available in the region, and what could be done to address the collective priorities of the group. The seven priority objectives outlined in AB 86 are each serving as a template for taking on this task.

In the development of the plan, the Chaffey member districts are taking on the responsibility of identifying what is available, as per objectives 1 and 2, and are analyzing and prioritizing best methods to produce a workable and productive plan. Priorities that are being emphasized are: the development of an accountability system to measure and track performance, development of a system that would provide for seamless transitions and articulation between K-12 districts and community colleges, and establishment of a counseling structure that would have emphasis on the education needs and desires of the individual student while still being of benefit to the collective work of the consortium.

At this point, the 4.1 worksheet is premature. Chaffey leadership has identified gaps/needs and has begun discussions on how to address those needs. Strategies, methods of assessments, timelines and costs will evolve from further research in early fall.

Some of the research will involve examining models of best practices around the country/world. Another aspect of the research will involve qualitative interviews and discussions with stakeholders and potential partners. The balance of the research will be market-driven and will focus on students and potential employers. Student surveys

and interviews will continue throughout the planning process and will address program areas and student cohorts.

Although undertaken prior to AB 86, the following survey exercise and results offer insights from the perspective of students returning to school. As part of the 2103/14 GED Orientation process, 600 Chaffey adult student surveys were filled out; following are some highlights from the survey exercise. Ages range generally between 18–55 years, with the sample population skewing younger. 43% were male and 57% female. More than half stated that they had phone text capability, and more than half said they had a current photo ID. 5% claimed they had a college diploma from outside the United States, and 4% affirmed they had already passed both the CAHSEE Math and CAHSEE ELA. More than half of the students earned credits from both traditional and continuation high schools. Of the students with prior high school credits, 25% said they completed their Junior Year, 13% completed their Sophomore Year and 15% their Senior Year. 32% were currently unemployed while 20% claimed they were employed full time.

Opportunities/Goals:
- Medical field – 26%
- Business – 20%
- Others – ranging from 13% to 1%
- Post-Secondary Education – College/Trade School – 68%
- County Job Preparation – 6%
- Of those employed, many wanted to change jobs

Barriers:
- Finances
- English writing difficulty
- Transportation

- Fear of failure

- Single parenting pressures

- Childcare

- Reading Skills – listed by 5% as a barrier

Needless to say, community adult schools could have a profound and direct impact on both goals and barriers. Furthermore, the Community College could satisfy the post-secondary pathway goal. Through an informal survey process with Chaffey Consortium leadership, gaps and needs were prioritized; following are some of the highlights of that exercise:

- **Funding:**

  When it comes to needs and gaps as well as related adequacy and quality, appropriate and committed funding is identified through this Chaffey Consortium and consortia around the state. Programs cannot be considered adequate when districts have significantly cut services in professional development, formative evaluations, counseling, measurement and access to certifications. Further, funding is critical for investments in facilities, staffing, new technologies, new delivery systems, distance learning, tracking outcomes and plan measurement. It is an apparent given that improving and expanding programs for adults requires funding policy and paradigm shifts that include ongoing commitment beyond 2015/16.

- **Seamless Articulations: (Transitions)**

  High on the Chaffey list of needs are seamless articulations between member adult programs and Chaffey College. While many of the common transitional programs of the high school districts and community college districts are already in place, it is clear that the Chaffey group wants to expand and improve those

relationships between adult education and the community college. Discussions around transitions have included both vertical and horizontal movement. Within the consortium, adult students should be able to comfortably move their pathway into post-secondary education and training. Students should be confident that roadblocks and barriers will be minimized and ease and support will be maximized. Additionally, incorporating concepts like "zones of choice" and "passporting," consortium students should be able to move horizontally within the Consortium to create optimal choices and opportunities. Finally, existing articulation schemes will be examined with "scalable pilot" approaches to expanding and improving these agreements.

- **Counseling:**

One of the early victims of budget cuts, counseling ratios and services have been devastated and thus represent one of the clear and consistent gaps identified by the Chaffey Consortium as well as other consortia around the state. Strategies and solutions that have been discussed include improving intake and assessment; providing counseling intervention for all students – including ESL; developing achievable career pathways for all consortium students/clients; leveraging counseling and career services through strategically located centers within the consortium; examining new technologies and electronic career portfolios; improving and expanding formative assessments and improving professional development of counselors – particularly in the area of career opportunities and options. There also exists the need to unburden those individuals with post-secondary education, including advanced degrees obtained

outside the US, from the demands of having to demonstrate high school equivalency.

- **Professional Development:**

  Clearly a victim of waning resources, professional development took significant hits during cuts and flexibility. Identified by all as a critical gap, professional development programs and capacity must be restored. Additionally, as the consortium research and planning efforts begin to explore new technologies, new delivery systems and reformed pedagogy, commitments to professional development are both critical and integral to success going forward. Successful new programs and technologies are significantly a function of quality, consistency and commitment related to professional development. Another apparent and critical gap related to professional development involves significant trends and demographic shifts. As ethnicities change, it is incumbent on school districts to make sure that cultural values, learning needs and methodology create optimal outcomes for any and all students. These shifts again are challenges for creating and supporting professional development that address ethnic learning issues.

- **Measurement, Tracking, Accountabilities – Vertical and Horizontal**

  A plan, almost by definition, must include tracking, measurement and accountability standards. Identified clearly as a need, measurement has been discussed both as a school need but, possibly more importantly, a Consortium need that could be leveraged throughout member and partner services.

Adaptable dashboards will be examined in the fall as well as an assortment of best practices that provide both formative and summative assessment outcomes.

- **Developers:**

Community colleges and adult schools have traditionally focused on career and job training but rarely on job development and placement. Further, neither has focused on creating and managing internships and externships. Leveraging Consortium resources through direct funding or smarter partner plans could lead to development programs that could complement the education, training and certifications offered in adult and community college CTE programs. There is a need for consortia to consider the use of developers to provide this critical service.

Some of the other areas that were identified as higher priorities regarding needs and gaps:

- **Student Services –** Case management, supportive counseling, and outreach services

- **Collaborative Planning –** Vertical (within schools/districts), horizontal (within the Consortium) – Academic, CTE and ESL

- **Interdistrict Mutual Understanding of Programs and Goals –** Communications plans, tools and professional development

A proper state funding mechanism is necessary to support the work that will need to be done.

Data Collection Methodology and Highlights

Summary of Methods

Each K-12 school district and community college member organization was contacted to provide required AB86 data. Partners were not contacted at this stage of data collection as the Consortium was working on identifying partners. After points of contact for member data collection were identified, they were asked to submit Unduplicated Enrollment for FY 08-09, 12-13 and 13-14; ADA or FTES for FY 12-13 and 13-14; Program Operational Cost by budget code categories for FY 12-13 and 13-14; and dollar amount by funding source for AB86 programs, FY 12-13 and 13-14. College districts were asked to list information separately for credit basic skills, including credit ESL, enhanced non-credit, and/or regular non-credit, as applicable. Students under 18, contract education, or programs that are 100% fee-based are not included.

Each member of the consortium submitted data to date to fill the data tables related to AB86 planning objectives 1 & 2 for five program areas documenting (a) current services based on unduplicated enrollment and attendance, and direct cost of instruction and (b) past, current and projected enrollment[1]. The areas are: Elementary and Secondary Basic Skills, including classes for high school diploma or high school equivalency certificate; classes and courses for immigrants (Citizenship, ESL and Workforce Preparation in Basic Skills); short term Career Technical Education programs with high employment potential; programs for Adults with Disabilities; and apprenticeship programs.

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[1] For more information regarding the required data tables (Tables 1.1A, 1.1B, 1.2, and 2) see pages 21-28 of *AB86 Adult Education Consortium Planning Grant Certification of Eligibility*.

DATA HIGHLIGHTS

Below are highlights of the data collected to date from the five Chaffey member institutions. Chaffey Joint, Chino Valley, Fontana, Upland and Chaffey Community College provided some or all of the required data for 2008-09 through 2013-14 for each of the five program areas.

The following tables show unduplicated enrollment per program and percentage change between 08-09 and 12-13. Please note that, at this time, 2012-13 is used in calculating change from 2008-09. It is the most recent complete year since 2013-14 enrollment and ADA/FTES is to-date and incomplete at the time of this report. Also, because college noncredit data is generally considered adult education, the data highlights below exclude discussion of college credit courses. College credit courses for Basic Skills and ESL are, however, included in the tables as the State is collecting this information on college credit courses two or more levels below transfer.

In the Chaffey College region, there were approximately 15,860 adult education enrollments in 2008-09 and 9,185 in 2012-13, a 42% decrease -- a loss of 6,674 enrollments-- between the years.

At the program level, the biggest change in number of enrollments is seen in program 2 (*Classes for Immigrants*) which saw a decline of over 4,700 students (-55%), followed by a 941 decrease in enrollments (-81%) in program 3 (*Adults w/Disabilities*) and a decrease of almost 1,123 enrollments (-18%) in program 1 (*Elementary and Secondary Basic Skills*). Although Fontana Adult School reported *Short-Term CTE* enrollments increasing from zero in 08-09 to 128 in 2012-13, Chaffey Adult School's

reported loss of 524 enrollments in these same years reflects a decline of nearly 400 students (-36%) for the region.

While no formal Apprenticeships were reported by the five member districts, Chaffey Adult does enroll a small number of Masonry Program apprentices (5-7) each year.

Program 1: Elementary & Secondary Basic Skills

All member institutions show a decline in enrollments between 08-09 and 12-13. In program 1, there are 1123 fewer enrollments in 12-13, an 18% decrease.

Program 1: Elementary & Secondary Basic Skills

Unduplicated Enrollment	FY 07-08	FY 08-09	FY12-13	FY13-14	% Change 08-09/12-13
Chaffey Adult School	2067	2507	2170	2236	-13%
Chino Valley Adult School	--	1925	1311	930	-32%
Fontana Unified School District	1414	1653	1351	1727	-18%
Upland Unified School District	0	0	0	0	
Chaffey College					
Credit Basic Skills		4807	4758	3372	-1%
Noncredit		0	130	319	
Enhanced Noncredit		--	--	--	
Subtotal Noncredit	3481	6085	4962	5212	**-18%**
Subtotal Credit	0	4807	4758	3372	**-1%**

Program 2: Classes for Immigrants

In program 2, all member institutions show a decline in enrollment between 08-09 and 12-13, ranging from a 39% to 69% decrease. A decrease of 1,607 student enrollments (-69%) is seen in Fontana alone, with another 1,254 enrollment decrease (-56%) at Chino Valley. While a smaller percentage decline in comparison (-46%),

Chaffey Adult decreased by 1,628 students. Chaffey College's noncredit enrollment

decreased 39% from 411 in 08-09 to 249 in 12-13.

Program 2: Classes for Immigrants (ESL, Citizenship, Workforce Prep)

Unduplicated Enrollment	FY 07-08	FY 08-09	FY12-13	FY13-14	% Change 08-09/12-13
Chaffey Adult School	4037	3490	1862	1814	-47%
Chino Valley Adult School	--	2234	980	1069	-56%
Fontana Unified School District	2363	2314	707	549	-69%
Upland Unified School District	192	158	71	77	-55%
Chaffey College					
Credit ESL		544	355	333	-35%
Noncredit		411	249	302	-39%
Enhanced Noncredit		--	--	--	
Subtotal Noncredit	6592	8607	3869	3811	**-55%**
Subtotal Credit	0	544	355	333	**-35%**

Program 3: Adults w/Disabilities

Chaffey College and Chaffey Adult School offer programs for Adults

w/Disabilities. Chaffey College's noncredit program totaled 1,134 enrollments in 08-09

and 212 enrollments in 12-13, a decrease of 922 enrollments (-81%). Chaffey Adult

School's program has traditionally been small, currently 15 students, and has served a

reoccurring population of older adults. While the curriculum has focused on

independent living skills, the program has also filled a social void for many of the

enrollees. The focus of the program is being revisited for the purpose of implementing

transitions to greater student independence.

Program 3: Programs for Adults w/Disabilities

Unduplicated Enrollment	FY 07-08	FY 08-09	FY12-13	FY13-14	% Change 08-09/12-13
Chaffey Adult School	28	33	14	15	-58%
Chino Valley Adult School	--	0	0	0	
Fontana Unified School District	--	0	0	0	
Upland Unified School District	0	0	0	0	
Chaffey College					
Credit		43	46	54	7%
Noncredit		1134	212	151	-81%
Enhanced Noncredit		--	--	--	
Subtotal Noncredit	28	1167	226	166	**-81%**
Subtotal Credit	0	43	46	54	7%

Program 4: Short-Term CTE

Chaffey Joint and Fontana Unified were the two member institutions who reported Short-Term CTE enrollment. Chaffey Adult offerings diminished between 08-09 and   12-13 resulting in a significant drop in enrollment while Fontana went from zero enrollments in 08-09 to 128 enrollments in 12-13. Chaffey College does not offer any noncredit CTE courses.

Program 4: Short-Term CTE

Unduplicated Enrollment	FY 07-08	FY 08-09	FY12-13	FY13-14	% Change 08-09/12-13
Chaffey Adult School	1068	1106	582	589	-47%
Chino Valley Adult School	--	0	0	0	
Fontana Unified School District	0	0	128	53	*
Upland Unified School District	0	0	0	0	
Chaffey College					
Noncredit		0	0	0	
Enhanced Noncredit		0	0	0	
Total	1068	1106	710	642	-36%

Program 5: Apprenticeships

Although the reporting member institutions do not offer any formal Apprenticeship programs, Chaffey Adult School does have a relationship with MITA, the Masonry Industry Training Association. This relationship provides MITA Apprenticeship candidates the opportunity to be referred to the Chaffey program for attaining required classroom hours in the acquisition of related theory and skills. This partnership has also provided the opportunity to cultivate relationship with industry and the acquisition of equipment and materials for benefit of the entire program.

Objective 5: Student Acceleration

Plans to employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education

As stated in the Objective 3 narrative, "Students must understand what they bring to the table in terms of experience, skills, knowledge, interests and passions." Clearly identified and tailored career plans will facilitate student learning. The important elements in developing efficient educational plans that address acceleration include work experience credit, articulation agreements, flexible scheduling, on-line course content, supervised individualized, self-paced instruction and study labs, contextualized programs, short-term courses, progress monitoring, and formative and summative assessments. Technology and professional development are integral elements of accelerating strategies.

Flexible scheduling options should consider the needs of individuals or cohorts of students whose work or family schedules are not compatible with traditional adult education and community college schedules. Along with concurrent enrollment schemes, weekends and early morning or late evening classes may be considered as scheduling options as individual or cohort needs are identified through surveys and interviews. Distance learning, on-line options, and self-paced individualized instruction labs will be developed and expanded to introduce flexible access to some or all course content required for an identified pathway.

Contextualized programs will be developed with guiding principles, *appropriate placement and the ability to benefit.* This Consortium has overwhelmingly supported the contextualized approach as early as possible in a student's pathway. Concurrent approaches to both academics and career technical education will accelerate as well as motivate progress.

Short-term courses that are part of larger core pathways allow students to accomplish goals incrementally. Further, should barriers interfere with total pathway completion, short term course certifications, such as Certified Nursing Assistant, could allow for immediate employment in the chosen sector.

West End Corridor will consider monitoring and measuring tools as employed in tracking of student progress in electronic career portfolios. Summative measurements and tracking are identified through certifications, diplomas, post-secondary, employment and advancements. Both differentiated intake and personalized instructional plans are key principles of the student educational and career plan.

Objective 6: Professional Development

Plans to collaborate in the provision of ongoing professional development [PD] opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes.

Because of severe cuts to adult education, professional development strategies and programs have been significantly impacted to the extent that in many cases, they have been reduced or eliminated. However, PD as an integral part of quality instruction and management remains a critical element of district and Consortium plans. To that end, there is a need to create professional development plans that include areas of need, content, leveraging strategies, budgets, timelines, monitoring, and measuring. Additionally, best practices should be explored and implemented to more effectively expand and improve programs and outcomes. PD delivery models should include the use of technology, traditional delivery, virtual (distance learning), workshops, mentoring, use of experts, site visits, shadowing, observation and professional learning communities.

As the Consortium moves forward in 2015 -16, subcommittees will be formed to research and implement Consortium plans. One subcommittee should be a Professional Development Committee that will be assigned resources and charged with developing Consortium professional development programs that reflect and prioritize the actions outlined in the Consortium plan. As a guiding principle, awareness of workforce-related options should be considered for all professional development content.

Consortium PD should address all program areas that could benefit from leveraging expertise and other resources so that all Consortium members will benefit. For example, if a member district has a particularly effective ESL program, all Consortium ESL programs could benefit from the expertise of the best practice program. The Consortium will leverage resources and provide collective PD to all ESL teachers and staff within the Consortium. In order to develop ESL professional development programs, interdepartmental meetings within the Consortium will drive professional development content and delivery decisions.

Additionally, it is important to recognize the opportunity to leverage public and private grants with Consortium and district resources. All members could benefit from collective grant writing expertise that should be developed by the Consortium and implemented to benefit individual districts as well as the collective Consortium district programs and outcomes.

To expand enrollment and improve retention, professional development strategies should address customer service. Discussions about improving and expanding programs become a moot point if students don't enroll or remain. Customer service satisfaction surveys, tracking and exit interviews, and training for intake staff, are all key to both finding and keeping students enrolled.

Another high priority is improving staff awareness of college and career ready options and employment opportunities. Counseling and guidance services should be expanded to include student interests, workforce skills, and financial resources. With regard to college readiness and the challenging level of community college academic remediation, specific essential skills could be identified and appropriate PD could be

developed to leverage resources, thereby improving college readiness and reducing the need for academic skills remediation.

Collaborative problem solving will be the guiding principle for any or all professional development strategies and programs. These programs will focus on problem solving through team building, critical thinking, tracking and measurement. Other Consortium PD areas of opportunity to leverage will include study skills, soft skills, assessments and technology.

Another opportunity to share professional development within the Consortium involves multi-cultural information and sensitivities as significant consideration for all aspects of instruction. Multi-cultural PD will be developed for faculty, support staff, students and administrators. Finally, professional development for district staff could also be implemented and leveraged through the Consortium. These programs will focus on technology, operations, finance, accountability and performance indicators.

Objective 7: Leverage Resources

Plans to leverage existing regional structures, including, but not limited to, local workforce investment areas:

Adult education and community colleges have traditionally partnered to varying degrees with agencies serving similar clients. Partnering agencies such as the California Employment Development Department, Workforce Investment Boards, Regional Centers, and the Veterans Administration, have referred clients to public schools that provide education and career training. Many other public or non-profit agencies have developed similar partnerships with adult schools and community

colleges. Also, industry has partnered with district career technical education programs through advisory councils whose input informs both the content and standards of CTE courses and workforce needs.

That these existing partnerships could be both expanded and improved is the challenge prescribed by Assembly Bill 86, and it is the intent of this Consortium to both expand and improve existing partnerships; and where appropriate, develop new partnerships that reflect evolving immigration and workforce needs.

The challenge for this Consortium is to develop partnership plans that not only improve leveraging respective resources, but also introduce the concepts of seamless transitions and articulations between the agencies. The stronger the partnership, the better the customer satisfaction, the clearer the benefits to clients, the more power for the Consortium brand – both equity and dimensions. And with a stronger, more credible brand, the probability for foundation support expands and improves as well. All aspects of the Consortium improve with expanded partnerships. A guiding principle for improving partner relationships is to develop programs that will allow all Consortium students to move seamlessly through the destination programs so that they can benefit from the most efficient pathway to their career, educational or personal goals.

In keeping with the spirit of the Objectives of AB 86, these updated and repurposed partner relationships will be measured and tracked like all other Consortium plans. Measurements will range from customer and member service satisfaction to student job placement and advancement.

Listed below are some of the high priority partners:

- Workforce Investment Boards

- Immigration and Customs Enforcement

- Employment Development Department

- Centro Latino for Literacy

- Veterans Administration

- Public Libraries

- Department of Rehabilitation

- Corrections – Sherriff, San Bernardino County Office of Education, City/County/State District Attorneys, Prop 47

- Citizens Bond Oversight Committees

- County Federation of Labor

- Amazon Distribution Center

- Kaiser Permanente Hospital

As the Consortium plan continues to evolve for March 1 submission, many key partners have already been surveyed (Appendix B) as well as others in the near future. Additionally, an informational breakfast and discussion was held in November and included representatives from public agencies, the business community, local government, and education.

AB 86 PROGRAM AREAS

While AB 86 identifies the five following unique and individual program areas, the spirit and letter of the planning process emphasizes the need to contextualize learning programs as well as develop leveraged and linked pathways that bridge all or some of the following program areas. This plan assumes that Consortium programs will provide

seamless pathways that could range from ESL through Career Certification and/or post-secondary programs.

The following program areas described in Assembly Bill 86 are listed below. Elements that will impact individual or linked program areas are outlined. More complete discussions of these elements appear in the Actionable Components of this Plan.

- Elementary and Secondary Basic Skills include Adult Basic Education (Basic Skills) and High School Diploma or high school equivalency/GED programs.

- Courses and Classes for Immigrants have been defined as English as a Second Language, Citizenship and workforce preparation classes in basic skills. Adult schools and community colleges offer Citizenship classes as directed instruction or distance learning programs.
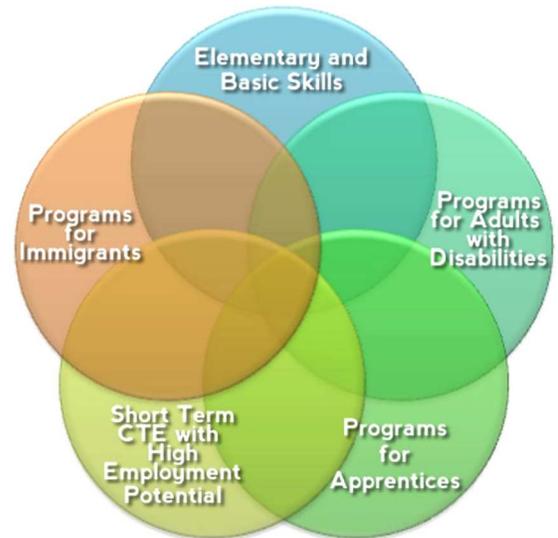
[*The following 9 elements refer both to Elementary and Secondary Basic Skills as well as Courses for Immigrants*]

1. Contextualized Education
2. Redefine Intake
3. Create Career Pathways
4. Expand Delivery Options
5. Professional Development

6. Expand and Improve Scheduling

7. Track and Measure Outcomes

8. Develop Career Readiness Skills

9. Capacity and Immigration Reform

- Short-term Career Technical Education programs describe training programs that lead to career certifications not including college degrees.

    1. Expand On-the-Job-Training (OJT) – internships and apprenticeships

    2. Develop soft skills programs and certificates

    3. Develop distance, virtual, and blended programs

    4. Standardize pathways, intake, and assessments

    5. Develop electronic portfolios

    6. Introduce entrepreneurial options and opportunities

- Adults with Disabilities describes programs providing service for three cohorts: Developmentally Disabled (DD), Physically Disabled and Emotionally/Psychologically Disabled.

    1. Case management

    2. Life skills training

    3. Categorical funding

    4. Link with secondary transition programs

    5. Subsidized employment programs and training

    6. Survey of resources and best practices

    7. Consortium disabilities advisory committee

- Apprenticeships describe programs that are focused on successful preparation for placement into assorted trades. Apprenticeship education and training is developed and managed primarily by the union and trade associations with oversight and partnering arrangements mandated by the state and provided through LEAs. Apprenticeships traditionally refer to OTJ paid training and assessment.

    1. Communications – Awareness

    2. Skills preparation for apprenticeship qualifying exams

    3. Project stabilization agreements

    4. Middle school outreach

    5. High school counselor apprenticeship awareness

    6. Pre-apprenticeships

    7. Best global practices

    8. Supporting "Earn While You Learn"

UNADDRESSED PROGRAM AREAS

Adult Education Parenting Programs

AB 86 does not include adult education parenting programs for study or recommendation. This silence has led to speculation that it is the state's intent to cease its inclusion within adult education. It needs to be noted that parenting programs directly support the academic aims of K-12 districts by providing support and invaluable instruction on pupil success in K-12 schooling. The continuation of parenting programs needs to be studied within the larger context of community needs, parents' literacy

skills, and potential for leveraging with federal ESEA Title 1 and state LCFF provisions requiring parent involvement and education.

Older Adult Programs

In spite of the growth of this population, Older Adults is another program that has been identified by some as not fitting within the mission of adult education. Yet, this is a program that meets community health care and wellness needs, and in some cases employment training and computer literacy. Its continuation needs to be studied within the context of leveraging resources with local municipalities and counties offering similar services.

Corrections and Post-Incarceration

Adult education and community college non-credit programs have the potential to address the major state challenge of recidivism in the criminal justice system. While the in-corrections offering of education is one that is structured within the confines of prisons and jails, opportunities need to be examined to ascertain what can be provided while the individual is incarcerated, inclusive of on-line instruction to earn high school diplomas, pass high school equivalency examinations, and gain job skills.

A better area for exploration within the AB 86 work is the potential to do more for adults released from prisons and jails. As reported in the Alameda County report, "Road to Re-entry," workforce training is a critical component to avoiding recidivism. With this group, closer linkages are needed with parole and probation departments and any other public agencies that are focusing on this population.

One approach could be more definitive in what individuals are required to attain upon release, such as diplomas or job skills certification. In leveraging resources, this

represents an opportune area for exploration on what the state and local entities

dedicate to released prisoners, at what cost, and the potential to link those resources

with adult education employment training funds. This leveraging may now be more

feasible since the state has realigned incarceration, leading to prisoners being moved

from state prisons to county jails.

This is an area that needs addressing, especially since individuals in this

population may already be enrolled in adult education programs and community college

non-credit programs without any leveraging of the resources of education and penal

systems. Another factor to be added to this examination is that there will be

concentrations of released prisoners in some communities since poverty is a factor in

incarceration. The Alameda County report states, "High concentrations of formerly

incarcerated people tend to live in poor urban communities of color and are not evenly

distributed across California communities."

ACTIONABLE COMPONENTS

The following Actionable Components are derived from specific elements of the

required Program Areas and Objectives and the work of the Consortium. Action items

are gathered into broad areas (Instruction, Student Guidance and Support Services,

Professional Development, Measurement, and Communications). The reader will note

a great deal of overlap and repetitiveness among the segments. This is a reflection of

the interrelationship and interdependence among the segments across the entire

plan. Redundancy, in this instance, is a strength, and helps to tie the parts into a

cohesive whole.

Instruction

Content and delivery: Within the West End Corridor Consortium and throughout the state, current content for the five program areas is predictably fixed by code, standards and district oversight. With academic and basic education courses, content could be somewhat fine-tuned to match particular needs that have been defined by the Consortium – more with basic education than with General Education or high school diploma requirements.

The development of educational and career plans is the Consortium's overriding vision for students. Similar to the community college Student Success model, students would develop pathways after orientation, assessments and counseling. Pathways would be the "core" content that collectively would inform the roadmap to completion. Pathways would cover adult school to post-secondary and/or adult school to workforce.

Regarding the workforce pathway, West End Corridor students and staff suggested creating a "job readiness class" that would introduce soft skills necessary for the workplace as well as major industry sectors, with pathway options and opportunities. It is conceivable that at the conclusion of this class, the student, with teacher or counselor advice, could select a working career pathway.

CTE courses should be more responsive to industry and society's constantly changing needs, trends, and technology. Further, CTE courses require Industry Advisory Councils that advise on curriculum, standards, technology, and building programs. CTE, although currently fixed, should be considered dynamic regarding content.

Given the mix of student populations within West End Corridor, it's clear that not all students are pursuing career or educational pathways that will lead to a job or a better job. Thus, when it comes to discussion around instruction, we must consider developing and improving instruction that meets the needs of a variety of Consortium students.

West End Corridor districts have developed strong relationships with the region's community colleges such as Chaffey Community College. To date, these relationships have focused primarily on developing pathways and articulations for district high school students. There is little evidence that adult students have benefitted from these relationships. Consortium discussions have embraced the idea that adult students could benefit from existing pathways, articulations and concurrent enrollment strategies.

West End Corridor leadership discussed developing a seamless transitional relationship that would leverage Adult Basic and Adult Secondary Education with Chaffey College remediation non-credit programs. Adult Secondary Education would be adjusted to provide instruction in math and English focused on improving Chaffey College student placement outcomes. This content paradigm shift will reduce the number of Chaffey College remediation/non-credit students. This new approach could then be expanded to improve Chaffey College and adult student completion outcomes. With this refocusing of Adult Secondary Education, Consortium high school students could access these repurposed programs and improve their placement outcomes, thereby reducing the need for remediation.

With regard to contextualized learning, West End Corridor discussions related to ESL and CTE focused on revisiting and expanding Vocational ESL (VESL) to reflect

industry sectors; further there was discussion about VESL courses including generic soft skills that apply to workplace challenges. To develop these instructional concepts, West End Corridor suggested forming a joint articulation committee that would include Chaffey College and adult education representatives. This committee would focus on examining content, pathways, articulations and seamless transitions.

In reference to distance learning programs, Chaffey College indicated that the college had a full production facility that could develop and produce distance learning materials. Although there were only theoretical discussions around the production potential, it was clear that this resource could and would be leveraged to benefit all Consortium students. In the case of ESL waiting lists, distance learning could serve as an alternative strategy that could instantly provide programs to ESL students who are waiting for more traditional teacher-directed classes or whose schedules and needs cannot be accommodated by current Consortium offerings. West End Corridor will continue to explore online courses that address current and evolving curriculum requirements. Furthermore, the Consortium is interested in updating technology, facilities, and software to improve instruction for ESL, ABE and ASE programs. Technology should include tablets, smart phones, computers, electronic boards, etc.

The West End Corridor leadership group briefly discussed the potential to develop distance learning content for the evolving drivers' license preparation programs throughout California, specifically for the Consortium region. The Consortium could benefit from providing this education and training as a fee-based community education program. The Consortium understands the benefits of providing this program to residents of the local communities.

The West End Corridor as a geographic entity is considered one of the top American industrial corridors for movement and distribution of goods (logistics). Major warehouses such as Fed Ex and Amazon employ thousands of employees who bring varying degrees of logistics skills to these workplaces. Ontario airport is one of the air hubs of this center. As an instructional challenge, developing logistics-related education and training programs would expand and improve the local workforce and encourage further investment in the corridor as a center for distribution.

West End Corridor discussions have also focused on improving and expanding, in some cases re-introducing, the EL Civics program, which could play a significant role in the evolving immigration reforms that will be introduced after the November 4 mid-term elections.

Evaluation of Instructional Programs: Measurement and tracking will be more fully discussed in the unit on Measurement. Regarding instructional programs, the West End Corridor Consortium evaluation discussion focused on guiding principles that considered formative growth and gains as well as summative outcomes in the form of diplomas, degrees, advanced placement, and industry and government certifications. The West End Corridor group strongly believes that student learning gains should not be replaced by only summative outcomes. Both measurements will drive accountability.

Competency-based evaluation will be another guiding principle. Although it is one of the main characteristics of current adult education, it will be expanded and improved to meet evolving and changing needs. Throughout this overall discussion, the spirit and letter of the community college Student Success Act helps guide discussion on student-sensitive initial and formative assessments as well as communications strategies that

provide options information and updates. As part of the discussion regarding measurement, the Chaffey College Institutional Research department will serve as a vital resource to the Consortium, providing expertise in tracking and monitoring of student progress. Additional tools and best practices will be explored. Needless to say, "Evaluation/Accountability" has received prominence and priority as a mandated accountability activity required by Senate Bill 173.

Counseling, Guidance and Student Services

As a working definition, counseling is described as the process through which students are assessed for skills and interests so that achievable career, academic and civic goals, can be developed, tracked, and measured.

Intake, Pathway and Roadmap: Currently in California and the West End Corridor districts, counseling intake assessments have focused on English and math through the community college Accuplacer and adult school CASAS tools. Typically, in CTE courses and pathways, assessments focus on math and English as well with criteria cutoffs dependent on the pre-requisites of a particular CTE program.

West End Corridor discussions have focused on broadening intake assessments to include cultural background, experiences, expertise, interests and passions as well as the academic skills required for the particular student pathway. Some of the tools and techniques that could provide these broadened insights include electronic portfolios, practical demonstration of skills, and interviews, combined with traditional English and math assessments. West End Corridor is requesting the development of an adult student career center that could handle most intake, orientation, testing and certifications. The Consortium also agreed that many of these tasks could be

performed through technology, teachers, student mentors, and counseling support assistants.

Post-completion: West End Corridor had some discussions that included student support strategies for Consortium student completers. By embracing the idea of lifelong learning, this vision would develop post-completion programs that encouraged completers to continue their relationship with West End Corridor Consortium districts. This relationship could include continuing education focused on career ladder needs or could include basic issues at their respective workplaces – issues could range from dealing with supervisors to strategies for promotions.

Professional Development

As a working definition, professional development is building capacity for continuing and incoming staff through developing knowledge and skills required to achieve and measure Consortium goals.

Student Success: As part of the overall vision for Professional Development, there was consensus that beyond getting students into educational and training programs, retaining students was the key performance indicator for creating completers. If they don't attend, they don't complete. Thus, retention strategies should be an overriding imperative for all professional development. In further discussion, there was clear support to improve customer service; such improvement would include across-the-board professional development for certificated and classified staff. Customer service outcomes would be regularly tracked with feedback loops that drive improvement.

Marketing and communications plans are dependent on all Consortium staff understanding the communications plan, and what roles and responsibilities they have

in implementing the plan successfully. This implementation will be supported through professional development.

Content and Delivery: Generally, professional development content involves programs that improve delivery of course content, use of data, use of new technologies, broadening visions of staff to include bigger picture outcomes, cultural and social sensitivities and management efficiencies.

Delivery options include training of trainers, on-line interactive, distance learning, learning communities, traditional lecture, pilots, mentoring and shadowing.

Measurement

As a working definition, measurement should be both summative and formative. Formative measures should be in real time or close to real time. For West End Corridor, all aspects of this regional plan will be measured, tracked and evaluated. Additionally, the Consortium discussed developing similar measurement exercises for outcomes projected beyond completion of Consortium programs.

Tools and Content: Although addressed in the Instruction Unit, it's important to reiterate that measurements of student growth and gains should not be abandoned in the interest of more summative measurements such as diplomas, degrees and career certifications. Both should be improved and expanded as part of the West End Corridor Consortium measurement strategies. Measurement tools involve dashboards, observation, formative and summative testing, competencies progress, and learning management systems. Additional tools to be considered include TOPSpro Enterprise and electronic career portfolios.

Communications and Marketing

Communication action plans will address internal and external messaging needs for targeted audiences. Internal includes the members, hallway, department, school, district and Consortium. External include members of the community, local, district, county, state elected officials and staff, partners and employers.

Action Plans address strategies to develop messages that are tailored to specific audiences. Messages are developed into talking or copy points, and once the Consortium is clear about its message, it identifies the audience, the delivery, and the desired effect. Finally, the Consortium decides on how to evaluate the effectiveness of the message and the delivery strategy. Messages are delivered often and in different forms. Effective communication involves reaching as many people as possible and often.

Marketing and communications plans are delivered through public relations, advertising, and sales. Additionally, before, during and after a messaging campaign, marketing research informs, tracks, and measures outcomes and effectiveness.

The West End Corridor has briefly addressed the Communications Plan but this plan has never been the focus of a Consortium discussion; that discussion will be imminent. However, elements of a communications strategy have evolved from discussions focused on the Consortium image, vision, principles and goals. Identity has been enhanced and focused through the selection of a brand/logo that evolved from a rich discussion – a discussion that helped further identify a common vision. Now the challenge is to promote the brand by strengthening its equity and expanding its dimensions. Partner relationships and leverages as well as unique West End Corridor

value-added certifications will help promote the brand image. West End Corridor students could benefit in the work place with certifications developed by the Consortium that would verify soft skills and technology knowledge and performance.

The Consortium has made a good beginning, demonstrating a clear sense of identity and purpose. The event rollout proved a successful strategy in communications by inviting staff and students to learn about AB 86 and participate in strategic input designed to further the plan.

The Consortium hosted another event that focused on attracting potential partners and other stakeholders, and will continue to develop a communications strategy for the presentation of the plan.

LOOKING TO THE FUTURE

Immigration Reform: The Federal Executive Order & State Driver License Eligibility

Because of its rich history in providing citizenship instruction and ESL, adult education programs may be asked, or directed, to be an integral part of the state's response to the recently announced President's Executive Order on immigration reform. The order establishes eligibility for approximately five million undocumented individuals in the nation to apply to defer deportation. Of the five million, it is estimated that 3 million reside in California. The deferral would allow individuals to be considered legal residents when applying for employment.

This order provides relief to the parents of children and young people who are citizens and legal residents of the United States. To qualify, these parents must have been in the country for at least five years.

Furthermore, the new executive order also expands the deferred action for individuals who entered the country before they were 16 years old and before January 1, 2010. Presently, eligibility is limited to only immigrants who were 31 years old or younger before June 15, 2012. Individuals subject to the new executive order would not be facing an upper age cap of 31 years old.

With applications expected to be available in spring 2015, it is likely that adult education programs may have a role to play in assisting individuals to qualify pursuant to the executive order. The nature of the actual support will need to be further clarified, but it is clear that applicants will need to know about the steps to apply, inclusive of the determination of eligibility, acquisition and completion of required documents, and knowledge of the application process. Also, proof of length of residence is a requirement, and school attendance, whether K-12 or adult schools, may serve as the proof necessary.

Pursuant to state legislation enacted in 2014, starting in January 2015, California is scheduled to initiate the granting of driver licenses to undocumented residents of the state. Similar to the federal process, applicants will be required to proceed through a multi-step process that includes a number of verifications and passage of a driver license test. The Los Angeles Times on December 11, 2014 reported that 1.4 million undocumented residents are eligible to apply for the driver license.

Both of these forthcoming demands to assist undocumented residents have a potential to be opportunities for each AB 86 consortium. Organizing a response, whether through state support or fees, has a potential for enhancing state support of adult education programs.

Adult Education State Funding

2015-16 District Adult Education and Consortium Funding

The following is included to provide state level planners and legislators and their staffs with specific funding requests that respond to the question, "What will it take to restore adult education to the 2007-08 level?" when the statewide total was approximately $750 million.

Consortium funding is also included to be able to carry forward the work planned by these participant districts. The funding level assumes that statewide consortium funding should be doubled from $25 million to $50 million to implement the actionable projects that have been identified.

It is predictable that community college funding will be addressed through the state budgetary process that provides support for the system, inclusive of credit and non-credit programs. K-12 adult education funding is presented because the state legislature and governor will need to develop a funding proposal for 2015-16 starting with a blank slate.

Proposed 2015-16 K-12 Adult Education Funding for School Districts in the West End Corridor Consortium: $7,687,568

To restore K-12 adult education funding to 2007-08 levels, the total needed is $7,687,568. This amount is based on the following calculations:

- Identify 2011-12 statewide apportionment levels as reported by state for each district receiving adult education.

- Add 25 percent to the 2011-12 amount to restore the statewide cuts imposed in the 2008-09 fiscal year.

In fiscal year 2011-12, the consortium school districts received the following apportionments:

Chino Valley	$1,351,529
Chaffey	$2,898,998
Fontana	$1,644,447
Upland	$255,080
Total:	$6,150,054
Add 25%	$1,537,514
Proposed funding for 2015-16	$7,687,568

Proposed 2015-16 Consortium Funding for West End Corridor Consortium Activities: $785,674

Assuming statewide consortia funding is doubled to $50 million statewide, twice the present level of $25 million, to begin to implement the consortium plans that have been developed. If funded at this proposed level, the West End Corridor consortium would expect to receive its proportional share based on the present AB 86 distribution of grants:

Present AB 86 grant:	$392,837
Proposed 2015-16 funding:	$785,674

It is also proposed that the $785,674 could be used to support West End Corridor plans that have been identified and discussed to date:

Professional Development:	25 percent
Communication:	15 percent
Data systems on student information, and programs, and accountability:	40 percent
Other (management and other needs to be addressed)	20 percent

It is recommended that K-12 adult education funding be restored to at least the $800 million level. For community colleges, it is recommended that their funding also be restored to pre-recession levels. These amounts would begin to address the adult education gaps and needs identified through the AB 86 process. Also, funds should be allocated through three separate streams: K-12 adult education, community college non-credit, and continued Consortium support.

In the distribution of these funds, the state may want to consider applying need factors to address the equity issues. The factors used to distribute the AB 86 grants could serve as a base for such a dedication of supplemental funds. This approach would be similar to the one used in the new K-12 LCFF. With the LCFF, school districts receive supplemental funding based on the number of students meeting the criteria of low-income, English learner, and foster youth.

Corrections Programs

According to the California Department of Corrections and Rehabilitation, it appears that incarcerated and parole populations are declining and are projected to continue to decline. In spite of the declining census numbers, California prisons currently house 137,523 inmates – 131,379 male and 6,144 female. Current parole numbers indicate 44,499 in 2014 and 38,590 projected for 2016.

As a result of Federal Court oversight, the California Department of Corrections and Rehabilitation, Office of Research, recently produced a corrections master plan

entitled, **The Future of California Corrections**. This corrections master plan will focus on improving and expanding academic and career technical education programs and outcomes.

Highlights of the plan focus on significant program shifts such as the creation of Reentry Hubs that will address substance-abuse treatment, employment services or education. These hubs will serve 70% of the adult parolee population. Reentry Hubs' overall mission is to develop Pre-Employment Transition programs that will coordinate with one-stop career centers.

The West End Corridor Consortium is planning to explore the possibilities of leveraging its existing and evolving programs directly with Corrections and Parole services or indirectly with one-stop career centers that have contracted with Corrections and Parole services.

Programs for Veterans

According to the California Research Bureau 2013 report to the California Assembly, *"California is home to nearly 1.9 million veterans, by far the largest veteran population in the country. We have both numerically more veterans than any other state and a disproportionate share of veterans. The population is diverse, growing and their needs are changing."*

Adult Education programs have traditionally served veterans well. Considering the disproportionate numbers of existing California veterans, along with the projected number of veterans returning from Iraq and Afghanistan, there should be a re-commitment to provide service. The updated version should addresses new needs, new demographics, new challenges and new opportunities.

The West End Consortium is planning to leverage its existing and potential resources to improve the transitions, housing and employment needs of current and returning veterans. West End plans to leverage consortium resources with the Veterans Administration, Employment Development, Southern California Building Trades Council and Department of Social Services.

Table 1.1A Consortium Members: Evaluation of Existing Adult Education Programs Offered

Directions: Complete this worksheet by first selecting the name of your region from the drop down menu in B5. Then, begining in A10, list the data for each consortia member with a seperate line for each program area (1-5). Please list separately credit, credit ESL, Credit Basic Skills, Non-Credit and Enhanced Non-credit for community colleges. Cells F7-W7 will auto populate as will columns B, H and P. If additional rows are needed, just begin typing data on the next empty row. Note, this is a data table, you can add more rows by simply entering data on the next line once you have entered information into all of the existing rows.

Region (select your region from drop down): Chaffey

					FY 12-13 Unduplicated Enrollment	FY 12-13 ADA or FTES	FY 12-13 Operational Cost for Instructional Program Total	FY 12-13 Operational Cost for Instructional Program 1000's	FY 12-13 Operational Cost for Instructional Program 2000's	FY 12-13 Operational Cost for Instructional Program 3000's	FY 12-13 Operational Cost for Instructional Program 4000's
				Total for Consortium Members:	15,891	5,397	7,528,843	4,934,832	803,721	893,871	287,738

Consortium Member Name	Consortia (autofill)	Program Area (select from drop down)	Community College or CDE Adult Ed? (select from drop down)	For Community College Response Only: Credit ESL, Credit Basic Skills, Non-Credit, Enhanced Non-Credit	FY 12-13 Unduplicated Enrollment	FY 12-13 ADA (CDE Adult Ed)/ FTES (Community Colleges)	FY 12-13 Operational Cost for Instructional Program Total	FY 12-13 Operational Cost for Instructional Program 1000's	FY 12-13 Operational Cost for Instructional Program 2000's	FY 12-13 Operational Cost for Instructional Program 3000's	FY 12-13 Operational Cost for Instructional Program 4000's
Chaffey Adult School (Jail)	Chaffey	1-Elementary and Basic Skills	CDE Adult Education		965	87.35	405,651	302,129		81,990	4,327
Chaffey Adult School (Regular)	Chaffey	1-Elementary and Basic Skills	CDE Adult Education		2,170	283.23	1,744,179	726,194	315,152	337,799	67,948
Chaffey Adult School (Regular)	Chaffey	2 - Classes and Courses for Immigrants	CDE Adult Education		1,862	334.82	763,161	566,862	14,762	105,576	57,348
Chaffey Adult School (Regular)	Chaffey	3 - Adults with Disabilities	CDE Adult Education		14	8.25	49,834	20,748	9,004	9,651	1,941
Chaffey Adult School (Regular)	Chaffey	4 - Short Term CTE	CDE Adult Education		582	95.63	598,004	248,981	108,052	115,817	23,296
Chino Valley Adult School	Chaffey	1 - Elementary and Basic Skills	CDE Adult Education		1,311	1,490.00	392,242	236,214	65,475	41,631	1,455
Chino Valley Adult School	Chaffey	2 - Classes and Courses for Immigrants	CDE Adult Education		980	1,672.00	432,433	242,083	97,485	37,750	17,792
Fontana Unified School District	Chaffey	1 - Elementary and Basic Skills	CDE Adult Education		1,351	124.26	510,718	202,891	94,051	85,868	67,061
Fontana Unified School District	Chaffey	2 - Classes and Courses for Immigrants	CDE Adult Education		707	34.65	298,309	110,507	69,535	56,103	44,767
Fontana Unified School District	Chaffey	4 - Short Term CTE	CDE Adult Education		128	30.53	40,184	32,629	0	3,840	1,492
Upland Unified School District	Chaffey	2 - Classes and Courses for Immigrants	CDE Adult Education		71	25.18	127,051	78,516	30,204	17,844	311
Chaffey College	Chaffey	1 - Elementary and Basic Skills	Community College	Credit Basic Skills	4,758	892.60	1,545,733	1,545,733			
Chaffey College	Chaffey	1 Elementary and Basic Skills	Community College	Non Credit	130	5.31	15,676	15,676			
Chaffey College	Chaffey	2 - Classes and Courses for Immigrants	Community College	Credit ESL	355	90.91	237,142	237,142			
Chaffey College	Chaffey	2 - Classes and Courses for Immigrants	Community College	Non-Credit	249	29.47	72,189	72,189			
Chaffey College	Chaffey	3 - Adults with Disabilities	Community College	Credit	46	29.83	86,076	86,076			
Chaffey College	Chaffey	3 - Adults with Disabilities	Community College	Non-Credit	212	162.86	210,262	210,262			

FY 12-13 Operational Cost for Instructional Program 5000's	FY 12-13 Operational Cost for Instructional Program 6000's	FY 12-13 Operational Cost for Instructional Program 7000's	FY 13-14 Unduplicated Enrollment	FY 13-14 ADA or FTES	Total FY 13-14 Operational Costs for Instructional Programs	FY 13-14 Operational Cost for Instructional Program 1000's	FY 13-14 Operational Cost for Instructional Program 2000's	FY 13-14 Operational Cost for Instructional Program 3000's	FY 13-14 Operational Cost for Instructional Program 4000's	FY 13-14 Operational Cost for Instructional Program 5000's	FY 13-14 Operational Cost for Instructional Program 6000's	FY 13-14 Operational Cost for Instructional Program 7000's
439,302	5,386	163,993	14,598	5,062	7,692,690	5,003,082	878,563	926,338	392,278	426,302	43,152	22,976

FY 12-13 Operational Cost for Instructional Program 5000's	FY 12-13 Operational Cost for Instructional Program 6000's	FY 12-13 Operational Cost for Instructional Program 7000's	FY 13-14 Unduplicated Enrollment	FY 13-14 ADA (CDE Adult Ed)/ FTES (Community Colleges)	Total FY 13-14 Operational Costs for Instructional Programs	FY 13-14 Operational Cost for Instructional Program 1000's	FY 13-14 Operational Cost for Instructional Program 2000's	FY 13-14 Operational Cost for Instructional Program 3000's	FY 13-14 Operational Cost for Instructional Program 4000's	FY 13-14 Operational Cost for Instructional Program 5000's	FY 13-14 Operational Cost for Instructional Program 6000's	FY 13-14 Operational Cost for Instructional Program 7000's
3,391		13,814	1,008	95.95	451,029	360,680		78,955	4,136	7,259		
200,255	3,927	92,903	2,236	306.04	1,904,088	815,901	370,890	385,061	107,803	203,594	20,839	
15,929		2,684	1,814	369.35	769,069	562,857	2,191	74,775	94,307	34,939		
5,722	112	2,654	15	7.10	142,810	62,305	30,004	30,603	5,301	12,861	1,737	
68,659	1,346	31,853	589	78.69	452,230	197,300	95,012	96,908	16,785	40,726	5,499	
47,467	0	0	930	1,073.00	375,714	236,214	67,500	41,631	1,235	29,134	0	0
37,323	0	0	1,069	1,920.00	437,700	252,083	100,500	37,750	15,232	32,135	0	0
47,455	0	13,392	1,727	135.04	657,385	260,103	125,746	102,198	97,491	46,476	10,052	15,319
10,704	0	6,693	549	45.93	321,162	130,065	63,173	51,472	47,009	16,761	5,025	7,657
2,223	0	0	53	17.79	35,347	21,145	0	9,684	2,283	2,235	0	0
176	0	0	77	3.30	117,606	75,878	23,547	17,302	696	183	0	0
			3,372	682.11	1,242,986	1,242,986						
			319	21.40	154,602	154,602						
			333	85.16	88,503	88,503						
			302	33.63	240,321	240,321						
			54	29.44	98,295	98,295						
			151	158.46	203,843	203,843						
					0							

Objective 1 – Table 1.1B, page 1

Table 1.1B: Total Dollar Amount by Funding Source for Consortium Members

Directions:	Complete this worksheet by first selecting your region in B5 from the drop down menu. This will automatically populate row B. Enter the total dollar amount for each funding sou a data table, you can add more rows by simply entering data on the next line once you have entered information into all of the existing rows.

Region (select your region from drop down):	Chaffey

	Apportionment 12-13	WIA I 12-13	WIA II 12-13	VTEA 12-13/Perkins 12-13	Fees 12-13	State Categorical Basic Skills Initiative (CCC) 12-13	SSSP (CCC) 12-13
Total For Consortia Members:	3,227,108	0	1,306,895	0	325,142	0	0

		Funding Source - Total Dollar Amount 2012-2013						
Member Name	Region	Apportionment 12-13	WIA I 12-13	WIA II 12-13	VTEA 12-13/Perkins 12-13	Fees 12-13	State Categorical Basic Skills Initiative (CCC) 12-13	SSSP (CCC) 12-13
Chino Valley Adult School	Chaffey	300,000	0	365,772	0	104,504	0	0
Fontana Unified School District	Chaffey	0	0	308,399	0	40,184	0	0
Upland Unified School District	Chaffey	255,080	0	0	0	0	0	0
Chaffey Adult School (Jail)	Chaffey	0	0	63,724	0	0	0	0
Chaffey Adult School (Regular)	Chaffey	2,672,028	0	569,000	0	180,454	0	0

Objective 1 – Table 1.1B, page 2

rce by consortium member. Note, this is

Other Grants 12-13	Other 12-13	Apportionment 13-14	WIA I 13-14	WIA II 13-14	VTEA 13-14/Perkins - 13/14	Fees 13-14	State Categorical Basic Skills Initiative (CCC) 13-14	SSSP (CCC) 13-14	Other Grants 13-14	Other 13-14
373,053	526,782	2,871,734	0	1,416,730	0	293,787	0	0	180,000	887,023

					Funding Source - Total Dollar Amount 2013-2014					
Other Grants 12-13	Other 12-13	Apportionment 13-14	WIA I 13-14	WIA II 13-14	VTEA 13-14/Perkins - 13/14	Fees 13-14	State Categorical Basic Skills Initiative (CCC) 13-14	SSSP (CCC) 13-14	Other Grants 13-14	Other 13-14
57,280	0	300,000	0	437,288	0	83,165	0	0	0	0
0	500,628	0	0	140,167	0	35,347	0	0	5,000	833,380
0	0	255,080	0	0	0	0	0	0	0	0
315,773	26,154	0	0	60,864	0	0	0	0	175,000	53,643
0	0	2,316,654	0	778,411	0	175,275	0	0	0	0

West End Corridor / Chaffey Regional Adult Education Consortium

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

Objective 2 – Table 2

Table 2: Evaluation of Existing Adult Education Enrollment

Directions	Complete this worksheet by first selecting your region in B5 from the drop down menu. This will automatically populate row B. Next, enter data for each consortium member and partner listing program areas 1-5 separately. Select the program area from the drop down menu. Note, this is a data table, you can add more rows by simply entering data on the next line once you have entered information into all of the existing rows.

Region (select your region from drop down): Chaffey

	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment	FY 2015-16 Projected Enrollment (*This information is not required at this time)
Total for Members and Partners:	26,094	15,891	14,598	0

Consortium Member or Partner Name	Region	Program Area (select from drop down menu)	FY 2008-09 Unduplicated Enrollment	FY 2012-13 Unduplicated Enrollment	FY 2013-14 Unduplicated Enrollment	FY 2015-16 Projected Enrollment (*This information is not required at this time)
Chaffey Adult School (Jail)	Chaffey	1-Elementary and Basic Skills	3,735	965	1,008	
Chaffey Adult School (Regular)	Chaffey	1-Elementary and Basic Skills	2,507	2,170	2,236	
Chaffey Adult School (Regular)	Chaffey	2- Classes and Courses for Immigrants	3,490	1,862	1,814	
Chaffey Adult School (Regular)	Chaffey	3 - Adults with Disabilities	33	14	15	
Chaffey Adult School (Regular)	Chaffey	4 - Short Term CTE	1,106	582	589	
Chino Valley Adult School	Chaffey	1 - Elementary and Basic Skills	1,925	1,311	930	
Chino Valley Adult School	Chaffey	2 - Classes and Courses for Immigrants	2,234	980	1,069	
Fontana Unified School District	Chaffey	1 - Elementary and Basic Skills	1,653	1,351	1,727	
Fontana Unified School District	Chaffey	2 - Classes and Courses for Immigrants	2,314	707	549	
Fontana Unified School District	Chaffey	4 - Short Term CTE	0	128	53	
Upland Unified School District	Chaffey	2 - Classes and Courses for Immigrants	158	71	77	
Chaffey College	Chaffey	1 - Elementary and Basic Skills	4,807	4,888	3,691	
Chaffey College	Chaffey	2 - Classes and Courses for Immigrants	955	604	635	
Chaffey College	Chaffey	3 - Adults with Disabilities	1,177	258	205	

Objective 3 – Table 3.1

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants						
Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school district and/or community colleges)	Methods of Assessment	Timeline
1. Adult School to Community College	Strengthen and formalize the relationship between adult schools and community college; Provide qualified students with a clear and unintimidating pathway to enroll in the college; Priority registration or reserved placement at the community college for qualified adult students; Intake counseling and goal setting; monitoring of student progress toward goals Adult School "Career Center" staffed by qualified certificated or classified staff or additional guidance person to fulfill this role.	Time for adult school & college guidance staff to meet & develop pathways; coordination time; time to work with students More guidance staff at adult schools or "guidance sharing" Staffing for college courses to accommodate qualified students & staffing for necessary adult school transition or prep course/s Funding	8 hrs/wk =$500 per week or approx. $2000/mo. $40,000 over the course of school year 2015-16 including planning & set-up phase Cost of guidance personnel varies by district; FT is $60,000-$100,000 per year FTE's for additional college and necessary adult school courses: estimating several sections per institution= $100,000 Staffing for Career Center or guidance personnel= $80,000	Adult school principal; community college admin. (who?); adult school guidance personnel; community college guidance personnel	Ongoing examination of the numbers of students enrolling in the community college; feedback data from adult students regarding the process; analysis of initial student goals vs. outcomes Volume/use of service and referral follow through	Begin planning in fall 2015; implementation in January 2016

West End Corridor / Chaffey Regional Adult Education Consortium

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

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants						
Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school district and/or community colleges)	Methods of Assessment	Timeline
2. Adult school or community college to workforce	Align curriculum to industry standards; provide industry certification or preparation for same; provide all students with employability skills curriculum Example: Logistics and warehousing	Time for planning Money for new programs Qualified teachers Appropriate facilities	Employment coordinator/teacher at adult school; employment counselor or additional hours for existing counselor 8 hrs./wk. for both; About $4,000/mo. *(Does the community college already have someone who does this?)* Additional staff for new programs; cost about $50/hour at current adult school rates Cost of new or repurposed facilities will vary greatly	Adult school and community college admin. Qualified instructors to create programs Get input from industry leaders and employers in the area	Examination of programs offered vs. labor needs in the region (ongoing) Feedback from students Feedback from employers Student employment rates	Research and planning in 2015-16; implementation of targeted programs in 2016-17 if not before

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants						
Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school district and/or community colleges)	Methods of Assessment	Timeline
3. Improve articulation of courses between adult schools and community college	Analyze current offerings Advertise adult school offerings within the Consortium (one school may offer something the others don't); Facilitate enrollment between adult schools; Create articulated CTE programs with the college. Examples: computer skills, culinary, hospitality, nursing, auto mechanics	Planning time Consortium website/links Printed materials Time for instructors to meet and coordinate programs New instructors? Facilities?	Cost of website designer $20K Cost of printed materials $10K Clerical time 8 hrs./wk. @ $20/hour = $6,500 per year Instructor & counselor time: 8 hours per week = about $2,000/mo.	Admin Website designer Clerical staff CTE adult and college instructors	Analyze numbers of students that are able to move from adult school CTE programs to community college programs and/or gain advanced status in these programs; Student feedback Instructor feedback Counselor feedback	Ongoing (some of these articulations are already in place) We can begin to advertise each other's offerings immediately (adult schools) New programs: Depending on the program, planning in 2015-16 for implementation in 2016-17

West End Corridor / Chaffey Regional Adult Education Consortium

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

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants						
Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school district and/or community colleges)	Methods of Assessment	Timeline
4. **Adult School or community college to workforce training, internships, or Apprenticeships**	Find out what is available in the area and determine relevancy. Determine what is accessible and affordable for students Strengthen relationships with job training entities (including EDD), companies able to provide internships, and apprentice programs Formalize and publicize these offerings and collaborations	Information regarding programs in the region County-wide employment data Time Money for research, meeting and planning	Initial cost of compiling and analyzing data 10 hrs./wk. = about $2,000/mo. Meeting and planning time: Teacher time 4 hrs./wk. = about $1,000/mo.	Admin Teacher teams or leaders (CTE teachers) Business leaders Apprenticeship administrators Unions	Student, counselor, instructor feedback Placement rate of students in internships and apprentice programs Successful performance or completion in programs mentioned above	Identify one or two programs to target in 2015-16; implementation phase-in in 2016-17

West End Corridor / Chaffey Regional Adult Education Consortium

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

Table 3.1: Implementation Strategies to Create Pathways, Systems Alignment and Articulation among Consortium Participants						
Transition to be Addressed	Strategy/Approach to be Employed	Resources Needed	Estimate of the Cost	Responsible Parties (specific school district and/or community colleges)	Methods of Assessment	Timeline
System wide alignment of SOP (Standard Operating Procedures) for overall understanding of the program, enrollment and placement Media & Communications for informing stakeholders	Create SOP Train all site personnel (including appropriate level of training for teachers) of available opportunities and common enrollment processes to solidify alignment Website Publications Newspaper and local cable advertising and promotion	Personnel Training Materials and time Time to Collaborate Staffing to create & monitor	Initial Planning and publication time= $15,000 Professional development for staff; 200 – 300 hrs. = $20,000 Website= $20,000 for initial start-up (duplicate item) Advertising costs= $20,000 per year	Administration Guidance Staff Office Staff Teaching Staff Administration & designated staff	Surveys of student experience Enrollment, program demand, persistence and survey of how students informed	2015-16

Objective 5 – Table 5.1

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals						
Description of the Approach	**Tasks/Activities Needed to implement the Approach**	**Resources Needed**	**Estimate of Cost**	**Responsible Member (specific school district(s) or college(s)**	**Methods of Assessment**	**Timeline**
Concurrent enrollment-student simultaneously enrolled in high school and college, or high school and CTE	Meet with parties from both systems to conduct feasibility study. Determine need. Establish criteria for enrollment, drop, grade reporting, placement, etc. Advertise program. Recruit students. Report data to stakeholder groups at both institutions.	Sufficient seats for concurrent students. Student schedules from all participating institutions to determine how to align course times/schedules.	Planning/articulation Implementation: testing/registration/grade transfer Additional sections	Admin, articulation personnel, contacts at each site. Guidance personnel, registrar, testing personnel Master scheduler.	Number of students participating from each institution. Success rate of students participating. Retention rate of students participating.	Winter 2014 for fall 2015. Ongoing.
Accelerated classes-same course content condensed into shorter overall time period (eg. full semester done in 1/2 semester-attend more days or for longer periods each day)	Review and revision of master schedule. Survey of student need/interest. Recruitment of staff. Revision of curriculum/assessment schedule.	Additional funding as more sections will be offered in same amount of time.		Admin, master scheduler. Data personnel. Admin Instructor.	Comparison of number of students persisting in course, taking course, comparison of grades in courses taken.	Begin winter 2014 for fall 2015. Ongoing.

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

Description of the Approach	Tasks/Activities Needed to implement the Approach	Resources Needed	Estimate of Cost	Responsible Member (specific school district(s) or college(s)	Methods of Assessment	Timeline
Blended learning-combination of computer and classroom instruction. (Up to 50% computer time.)	Research best approaches/existing programs. Training of staff and students to implement. Purchase of needed technologies. Training to record learning gains/attendance in new system.	Computer labs/notebooks/tablets. Internet access. DL training for office and instructional staff. Application for approval of online courses- OTAN/A-G UC/… May need to develop courses with instructional staff or purchase site license of already approved programs. Instructors.	Varies with the number of sections and whether using own instructors or those of outside agency. $20,000+ per year for license for 36 computers for 15 courses. Cost varies with program selected.	Admin IT Department OTAN/other agency supplying software. IT both ends to transfer data between systems. Fiscal. Instructors.	Course completion rates. (Student persistence rates.) Grades earned. Number of students requiring additional tutoring compared with traditional classroom instruction courses.	Review and select blended learning system. Upgrade/install infrastructure. Recruit and train staff. Set up lab. Apply for permission to implement/A-G status unless choosing not to offer A-G courses.
Online learning-instruction primarily/completely done via computer. (More than 50% on computer.)	see above	see above	see above	see above	see above	see above
Flexible scheduling-classes offered during nontraditional times (eg. 0-period: before school; on the weekend; after school; year round)	Survey of student programming needs/availability. Flexibility to determine/change schedule to meet student needs. Hire staffing to implement.	*Marketing tools to reach target audience (tv/radio/other media). *Survey (paper/scan forms, tool such as Survey Monkey). *Additional staffing. *Additional materials such as textbooks, classroom space, etc.	.	Marketing specialist. Data expert. Administration/HR. Library/media specialist/Fiscal expert	Did the survey appeal to a wider audience? A new students attending as a result of the changes? Are current students able to take more classes during the same calendar time?	

Table 5.1: Work Plan for Implementing approaches proven to accelerate a student's progress toward his or her academic or career goals

Description of the Approach	Tasks/Activities Needed to implement the Approach	Resources Needed	Estimate of Cost	Responsible Member (specific school district(s) or college(s)	Methods of Assessment	Timeline
Challenge exams-students can place into a higher level course based on demonstration of understanding of content of prior level course (e.g. Native Spanish speaker may be able to test out of Spanish 1 and 2 by demonstrating proficiency of standards in those courses. Would earn elective credit for Spanish 1 and 2 and begin language study at level 3.)	Get board approval for use of challenge exam. Create challenge exam. Create schedule for challenge exam. Recruit students for exam. Administer exam. Award credit based on results of exam. Update transcripts.	Instructional materials for exam, such as DVDs for administering the listening portion of an exam if appropriate. Copies of the exam. Recruitment materials. Testing facility. Examiner. Registrar/guidance personnel to input scores.		Admin. Instructional team. Guidance staff/instructor. Facilities coordinator. Examiner. Office staff.	Paper/pencil, DVD, lab, etc. depending on the course being challenged. Monitor course outcomes to determine whether more students take advanced coursework as a result of taking the challenge exam.	A year to plan, seek approval, and begin implementation. Ongoing.
Advanced placement-students take comparable course in high school, successfully pass exam demonstrating mastery of content, and are placed in advanced level course in college (e.g. Spanish Literature in high school pass AP exam with a 3 or	Determine which AP courses are most appropriate for students at the site. Determine type of exam most appropriate for adult learner: AP or CLEP or other. Develop coursework/select online coursework appropriate to preparation of students. Recruit students, AP	Administrator. AP Coordinator. Office staff. Instructor. Exam Board.			AP/CLEP/other exam.	3 years to build program.

higher and place into next level at college)	coordinator and instructor. Prepare students for the exam. Administer exam. Report results.					
Credit for work experience	Seek board approval. Work with Risk Management to set up insurance and agreements to off-site locations if needed. Establish agreements with employers. Establish guidelines for credit for program. Soft skills training and follow-up as part of orientation. Recruit students. Implement program. Review results.	Board. Risk Management. Employers. Instructor. Placement specialist. Recruitment specialist.			Skills review.	
Individual plans for students to chart and gage progress	Develop format (similar to 4 year plans) that will enable students to see beyond primary goal to future	•Collaboration Time and •Personnel	40- 80 hrs.	•Guidance staff •Administrators •Teachers	•Student meetings •Data collection/ surveys	2015-16
Student Goal setting with counseling staff	Collaboration among all Consortium members developing pathways and connections for further student growth, etc.	*Collaboration Time and *Personnel	40 – 80 hrs.	•Guidance staff •Administrators	•Student Meetings •Data collection/ Surveys	2015-16

Objective 6 – Table 6.1

Table 6.1 Current Professional Development: In the table below, identify current professional development strategies carried out by Consortium members that could be adapted for Consortium-wide use. Table rows may be added.

Topic	Professional Development Strategy	Program(s) Addressed	Estimated Cost to Implement Consortium-wide
Students' Citizenship preparation goals	Staff is certified to give the C.I.T. (Citizenship Interview Test) to students qualified to take the USCIS naturalization test.	ESL – Citizenship preparation	3 certificated staff @ $40.60 per hr. X 4 hrs. = $487 1 classified staff @ $ once a year
Student assessment for grant compliance	Send staff to CASAS training Have ESL Coordinator complete Technology Plan training	ESL/ABE/ASE	2-3 days training for 1 administrator, 1 classified & 1 certificated 1 certificated for 1 hour online.
Data collection and submission for grant compliance	Staff will participate in TE training and TE networking meetings	ESL/ABE/ASE	1 day training and meeting for 3 certificated, 1 administrator & 1 classified
Life skills integration for grant compliance	Send ESL Coordinator to EL Civics training & allow certificated staff to attend EL Civics yearly seminar	ESL	1 day EL Civics administrator (certificated) and other certificated and/or administrator
Instructor professional development	Coordinate PLC or staff meetings for development of instructors' knowledge of best practices utilized at various levels of programs	ESL/ABE/ASE	3-4 meetings 1.5-2 hrs. certificated & administrator

Objective 6 – Table 6.2
West End Corridor (Chaffey) Consortium - Table 6.2 Collaborative Professional Development Plan
In the table below, address topics the Consortium consider priorities for _collaborative_ professional development. Include, at a minimum, topics to help achieve integration among Consortium members and improvement of student outcomes.

Topic	Collaborative Professional Development Strategies (Activities, Participants, Delivery Mode, Frequency)	Program(s) Addressed	Estimated Cost to Implement Consortium-wide
Career and academic pathways	Train an instructor to institute a seminar or class offering that will instruct students on employment attainment. Enhance our offerings by employing staff to develop collaborative relationships with outside businesses and agencies which will recruit from the adult school population. Employ and educate a full-time counselor on adult ed options. This person will act as a resource to inform new students about adult school opportunities as well as those available with affiliated businesses and agencies. Train staff to produce a video presentation to be used as orientation upon student enrollment informing about various adult school opportunities	ABE/ASE	Certificated personnel: 1-2 instructors 4-6 hrs. per week for a period of time determined to meet goals; 1 full-time counselor; 1-2 certificated personnel to develop power point to be recorded;
Student Goals	Prepare intake personnel to interview incoming students about goals and needs and enter on a tracking form the student can utilize throughout adult school attendance		1 classified employee positioned at student registration
Technology that supports instruction	To enhance and expand our technology, revamp ESL computer lab and train staff to utilize the improvements there. Enrich our ABE/ASE program by purchasing new HSE software and train personnel on the usage.	ESL	Purchase price of 20-25 new computers or cost to refurbish ones that may be available in the District. Purchase price of _Castle Learning_ software if that is the chosen vendor.

Objective 7 – Table 7.1

Table 7.1: Leverage of Existing Regional Structures from Partners (expand table as necessary)					
Partner Institution Supporting Regional Consortium	**Program Area to be addressed (1-5)**	**Tasks/Activities Needed to Implement Support of the Program**	**Member Counterpart(s)**	**Partner Contribution**	**Timeline**
Workforce Investment Board	CTE	Interviews, surveys	All	Tools, licenses, job placement	Fall, 2015
Immigration and Customs Enforcement	ESL, Citizenship, ABE, GED, CTE	Meetings, Production of Materials, Program Design, Communications Plan	All	Oversight, regulations, content, process	Fall 2015
Employment Development Department	ABE, GED, CTE	Meetings, Computer Networking, Co-Location	All	Referrals, Expertise, Staff, Research, Co-Funding through Foundations	January 2016
Partner Institution Supporting Regional Consortium	**Program Area to be addressed (1-5)**	**Tasks/Activities Needed to Implement Support of the Program**	**Member Counterpart(s)**	**Partner Contribution**	**Timeline**
Veterans Administration	ABE, CTE	Meetings, Interviews, Computer Capacity, Resources	All	Referrals, Resources for Intake, Fees	Fall 2015
Kaiser Permanente	CTE/Health Careers	Meetings, Interviews, Resource Assessments	All	Placement, Internships, Career Ladders, Curriculum Content, Soft Skills Standards	Fall 2015

APPENDIX B
Partner Interview Questions

- *Name of Agency*

- *Title of Person being interviewed*

- *Responsibilities*

    1. *Operations*

    2. *Communications*

    3. *HR*

    4. *CEO*

- *What does your agency do? [probe]*

- *Who does it serve? [probe]*

- *How is it funded?*

- *Approximate size of budget [probe]*

- *How is its success measured – benchmarks? [probe]*

- *Is Education and/or Training a service you provide?*

- *Is Education and/or Training a service that you refer?*

- *Does your agency have dedicated funds to improve your clients' probability for being hired/promoted? [probe]*

- *Does your agency provide "case management" services?*

- *Does your agency have funds for job development/placement?*

- *Does your agency have funds for research/pilots?*

- *Would your agency be interested in partnering on research/pilot projects?*

- *Does your agency assess clients on intake?*

- *What is that assessment?*

- *Does your agency have satellite services?*

- *Does your agency have on-line/cloud access for its clients?*

- *Could your agency provide full-time/part-time service at school site locations?*

- *Are there relationships with schools/districts that could be developed that might improve your outcomes? [probe]*

- *Would you be interested in pursuing some of these topics in more detail?*

- *What topics specifically show potential – if any?*

Chaffey AB86 Adult Education Faculty / Staff Survey Highlights

Survey Respondents by Adult Schools

Below are preliminary highlights from the survey. Results are solely from adult schools.

Question numbers are bolded and indicated after each item.

- A total of 79 faculty/staff surveys were completed in fall 2014.

Table 1: Number of responses per school/college (Q2)	
Adult Schools	**Responses (Total: 79)**
Chaffey Adult School	62.0% (49)
Fontana Adult School	20.3%% (16)
Chino Valley Adult School	10.1% (8)
Upland Adult School	7.6% (6)

- An overwhelming number of surveys were completed by teachers/faculty. **(Q3)**

Table 2: What is your current role or position? (Q3)	
Adult School	**Responses (Total = 79)**
Community College Administrator/Dean	1.3% (1)
K-12 School / District Administrator	8.9% (7)
Teacher / Faculty	72.2% (57)
Counselor	2.5% (2)
Career Center / Assessment / Tutoring / Guidance Staff	1.3% (1)
Classified Staff	13.9% (11)

- The largest number of **adult school** survey respondents were primarily affiliated with Elementary and Secondary Basic Skills programs (54%; n=43) and/or ESL (51%; n=40). **(Q4)**

- Nearly 50% of the respondents (50%; n=39) stated that their school provided services to correctional facilities. **(Q5)**

Overall quality and/or effectiveness of programs, services, and courses.

- ESL, High School Diploma (GED), and Adult Basic Education programs were rated by the largest number of adult school respondents as being *Above Average* or *Very High* in terms of quality/effectiveness. GED and ESL programs garnered percentages of 90% and more as *Above Average* or *Very High* quality. **(Q6)**

- No more than 6 respondents identified any of the programs and services as being *Below Average* or *Very Low* in terms of quality/effectiveness. **(Q6)**

Adequacy (sufficiency, comprehensiveness) of the programs, services, and courses

- The largest number of adult school respondents rated Adult Basic Education, ESL and High School Diploma programs as being *Very* or *Extremely Adequate* (86%, 83% and 85% respectively). **(Q7)**

- Programs for Apprentices were rated by 46% (n=12) of respondents as being *Not At All Adequate*. **(Q7)**

Program areas offered have the greatest need for additional course offerings, services, or other improvements

- Adult Education surveys identified Short-term Career Technical Education programs (CTE) with the greatest need for additional course offerings, services, or other improvements. Just over half (52%; n=34) of the respondents chose CTE as the area with the greatest need. In comparison, programs for adults in correctional facilities had the lowest need being selected by only four respondents (6%). **(Q8)**

- When asked what additional course offerings are needed, a large number of responses to this open ended question included offering more ESL and vocational courses. **(Q9)**

Additional services needed

- Childcare and counseling garnered the most responses by adult school respondents for additional services needed. **(Q10)**

- When asked, "What other improvements do you recommend?" – Technology and expanded times for classes offered emerged as the most common responses by adult schools. **(Q11)**

Rating of participant's knowledge of the resources and services provided by the specific agencies

- Adult school respondents have the <u>most</u> amount of knowledge about area adult schools, as expected, followed by area community colleges and the <u>least</u> amount of knowledge about the resources and services provided by the Office of Economic Development and Chamber of Commerce. **(Q12)**

Collaboration efforts with outside service providers (e.g., non-profits, community based organizations) to improve or expand programs and services.

- The outside service provider with whom the greatest collaboration occurred is with the City and County Social Services (68%; n=25). The least amount of collaboration occurred with the Industry Employer Groups and the Chambers of Commerce. **(Q13)**

- A large number of respondents (42%, n=30) did not know how much collaboration occurred between their district and area adult schools or

community colleges. 11% or eight (8) respondents stated that they collaborated *frequently* with area adult schools or community colleges. Another 25% (n=18) collaborated *occasionally*. **(Q14)**

- *Student referrals* was identified as the area with the highest area of collaboration (35%; n=21). *Team teaching*, *creation of career pathways*, and *joint grant writing and fund development* were identified as areas with the least amount of collaboration. **(Q15)**

- Existing collaborations were rated as *Very Effective* or *Effective* by 55% (n=23) respondents. **(Q16)**

- *Insufficient Time*, *Lack of Professional Development* and *Lack of Incentives* were selected as the largest barriers to adult school collaboration with outside service providers. **(Q17)**

- Respondents most frequently cited the need for increased *Collaboration* and *Communication* as ways to overcome these barriers. **(Q18)**

Obstacles for Students

- An overwhelming majority of adult school respondents cited the *Limited*/*Lack of Childcare* as an obstacle to adult learners/students (90%; n=60). Both *Inadequate Transportation* (63%) and *Limited Financial Resources* (60%) were also seen as significant obstacles to adult learners/students. **(Q19)**

Strategies to accelerate student progress

- When asked which strategy to accelerate student progress are currently in use, the largest majority of respondents identified *Competency-based* strategies (72%, n=38). **(Q20)**

- *Accelerated Courses* (49%, n=26) and *Contextualization* (40%, n=21) followed as the next two most common strategies in use. **(Q20)**

- *Competency-Based* strategies were seen by the most people (78%, n=31) as being either *Effective* or *Very Effective* at accelerating student progress. **(Q21)**

- Four out of the five co-location strategies listed were largely <u>not</u> in use at the adult schools. *Support services* were selected by 41% (n=16) of respondents as the co-location strategy in use to a *great* or *moderate* extent. **(Q24)**

- When respondents were asked about their current use of Physical Access Strategies to facilitate student access to services, *Location within easy access to student population* was selected as the strategy in most use (82%, n=41). **(Q26)**

- The strategy to facilitate student access to services that is most in use at the adult schools are *evening hours* (90%, n=55), *open entry/exit programs* (72%, n=33), and *program information in multiple languages* (51%, n=27). *Saturday hours* and *childcare* were least in use. **(Q27)**

- *Lack of funding* was selected as the challenge which hindered the implementation of the above-mentioned strategies the most as well as the one that most needs to be addressed**. (Q28; Q29)**

Professional Development

- The top two requested professional development topics by adult school respondents was *Building of Career Pathways* and the *Use of Technology to Enhance Access and Learning,* with 39 out of the 63 respondents (62%) choosing these areas. **(Q30)**

Summary

- When asked, "what is the most important thing that can be done to
  improve/expand services in your community?" the most prominent themes
  included: funding and increased offering of classes (including online). **(Q31)**

Chaffey AB86 Adult Education Student Survey Highlights

Student Survey Respondents by Community Colleges and Adult Schools

Below are preliminary highlights from the survey. Results were separated for community
colleges and adult schools. Question numbers are bolded and indicated after each
item.

- A total of 534 surveys were completed in fall 2014.

Table 1: Number of responses per institution (Q5)				
Colleges *n = 71*		**Adult Schools** *n = 563*		
Name	**Total**	**Name**	**Total**	
Chaffey College	100% (71)	Chaffey Adult School	33.2% (187)	
		Chino Valley Adult School	25.8% (145)	
		Fontana Adult School	29.3% (165)	
		Upland Adult School	11.7% (66)	
Total	**100% (71)**	**Total**	**100% (563)**	

Table 2: What is your age (Q1)			
Community College n = 71		**Adult Schools** n = 561	
Age	**Total**	**Age**	**Total**
Under 18 years	3% (2)	Under 18 years	1% (4)
18-24 years	42% (30)	18-24 years	23% (130)
25-30 years	11% (8)	25-30 years	16% (88)
31-39 years	16% (11)	31-39 years	25% (140)
40-55 years	27% (19)	40-55 years	27% (150)
Over 55 years	1% (1)	Over 55 years	9% (49)
Total	**100% (71)**	**Total**	**100% (561)**

Table 3: What is your gender (Q2)			
Community College n = 70		**Adult Schools** n = 557	
Gender	**Total**	**Gender**	**Total**
Female	66% (46)	Female	69% (383)
Male	34% (24)	Male	31% (174)
Total	**100% (70)**	**Total**	**100% (557)**

Table 4: What is your background? (Q3)			
Community College n = 71		**Adult Schools** n = 561	
Background	**Total**	**Background**	**Total**
Asian or Pacific Islander	3% (2)	American Indian or Alaskan Native	1% (7)
Black or African American	13% (9)	Asian or Pacific Islander	12% (67)
Hispanic or Latino	68% (48)	Black or African American	3% (15)
White/Caucasian	9% (6)	Hispanic or Latino	80% (446)
Prefer not to answer	6% (4)	White/Caucasian	4% (21)
Other	7% (5)	Prefer not to answer	1% (8)
		Other	7% (40)
Total	**100% (71)**	**Total**	**100% (561)**

West End Corridor / Chaffey Regional Adult Education Consortium

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

- The age of respondents from the **community college** surveys were primarily between the ages of *"18-24 years"* of age (42%; n=30). The ages of **adult school** respondents were distributed, highest and fairly evenly, between three categories representing ages *"40-55," "31-39"* and *"18-24"* (27%, 25% and 23%, respectively). **(Q1)**

- Respondents from both student survey groups were predominately female (66% for **community college** and 69% for **adult schools**). **(Q2)**

- The largest "background" identified by both **community college** and **adult school** respondents were *"Hispanic or Latino"* (67% and 80%, respectively). **(Q3)**

- Both sets of respondents mostly heard about their schools from *"family/friends"* – **community colleges** at 60% (n=42) and **adult schools** at 56% (n=309). **(Q6)**

The Areas of Enrollment

- The highest number of **community college** respondents have been enrolled in their schools for *"less than 1 year"* (31%; n=22). The next largest group of respondents from the **community college** reported that they have been enrolled in school for *"2 years"* (30%; n=21). **(Q7)**

- 66% (n=370) of **adult school** results showed largest group of students enrolled were from *"less than 1 year."* **(Q7)**

- When responding to the question regarding the degree certain factors *"affect your decision to enroll in your current school,"* **community college** students rated highest the option *"easy to get to location of the school"* was *"very much"*

a factor (31%; n=20). The highest rated factor for *"not at all"* being a factor in students' decisions to enroll was *"availability of online courses".* (34%; n=21). **(Q8)**

- **Adult schools** students, when responding to the question regarding the degree certain factors *"affect your decision to enroll in your current school,"* rated "*very much*" the "*easy to get to location of the school*" (45%; n=229). The highest rated factor for *"Not at all"* being a factor in students' decisions to enroll was *"availability of financial aid"* (68%; n=345). **(Q8)**

- The top five kinds of courses, **community college** students enrolled in were very similar in numbers. In order of frequency, *"get a career/job training/certificate"* (37%; n= 26), *"get a college degree"* (36%; n=25), "*learn to speak English*" (31%; n=22), *"earn credits to transfer to higher education"* (31%; n=22) and "*improve my English skills*" (30%; n=21). **(Q9)**

- **Adult school** respondents selected *"learn to speak English"* (55%; n=308) and *"improve my English skills"* (46%; n=258). **(Q9)**

Areas of Career and Work

- 87% (n=61) of **community college** students and 89% (n=492) of **adult school** students reported that they were not "*enrolled in a career or technical education/vocational education program."* **(Q11)**

- When students were asked, *"Which industry best describes your current work,"* **community college** participants mostly listed *"other"* as their option (19%; n=12). There was not one dominant industry listed to the open-ended response of *"other."* **(Q14)**

- When **adult school** students were asked the same question, 38% (n=191) mostly listed *"other"* as their option as well. The most common stated open-ended response to *"other"* was related to "*not being employed.*" **(Q14)**

- **Community college** students listed *"education, child development and family resources"* as the top possible job which interested them (37%; n=26). "Finance and business followed as the next top job (34%; n=24) **(Q16)**

- **Adult school** students listed *"education, child development and family resources"* as the top possible job which interested them (35%; n=185). *"Health science and medical technology"* came in as the second job of interest (29%; n=156). **(Q16)**

Student Services

- **Community college** and **adult school** students chose highest the categories of *"counseling"* (46%; n=30 and 23%; n=118, respectively) and *"tutoring"* (43%, n=29 and 13%; n=65) as student services which have been *"very helpful."* **(Q17)**

- **Adult school** respondents most frequently chose *"I have never used these services"* for each of the student service areas listed when asked about *"how helpful."* For example, 48% (n=246) of **adult school** respondents selected "*I have never used…counseling."* **(Q17)**

Additional Demographic Information

- 35% (n=15) of **community college** respondents stated that their *"highest level of school/degree"* from a country outside of the United States was *"high school diploma or equivalent"*. **(Q19)**

- **Adult school** students stated *"Secondary (6 to 12 years of school)"* at 27% (n=118) followed by *"high school diploma or equivalent"* (23%; 100%) when reporting their highest level of school or degree. **(Q19)**

- The majority of **community college** participants (78%; n=53) do have a California Driver's license with 89% (n=29) would like one and the majority of **adult school** participants do have one as well (57%; n=307) and 88% (n=314) would like one. **(Q20)**

Student Access to Technology

- **Community college** students had access to technological devices ranging from mostly *"email"* (100%; n=66), "*cell phone*" (99%; n=67) to *"iPad/Tablet"* as the least (44%; n=26). **(Q24)**

- **Adult school** students had access to technological devices ranging from mostly *"cell phones"* (94%; n=510) and "*email*" (86%; n=423) to *"iPad/Tablet"* as the least (54%; n=241). **(Q24)**

- **Community college** (84%; n=57) and **adult school** (62%; n=336) students stated they could take a class on a computer by themselves. **(Q25)**

- Both groups surveyed selected that they *"could take a class on a computer with the help of a teacher."* (91%; n=62 CC and 87%; n=467 AS) **(Q26)**

Additional Course Availability

- **Community college** and **adult school** respondents replied negatively to *"if classes were offered early in the morning (e.g., 5am), would they attend?"* (63%; n=43 CC and 61%AS; respectively). **(Q27)**

- **Community college** respondents replied affirmatively to *"if classes were offered on Saturday or Sunday, would they attend?"* (72%; n=48). **Adult school** students too responded "*yes*" to classes on Saturday or Sunday (67%; n=347) **(Q28)**

Survey: Use of Computers, Mobile Devices & Internet for Adult Learners

Your name: _____   Teacher name: _____

Date: _____ MM-DD-YYYY   Class:

☐ ABE Beginning Literacy	☐ ESL Beginning Literacy	☐ Other
☐ ABE Beginning Basic	☐ ESL Low Beginning	☐ _____
☐ ABE Intermediate Low	☐ ESL High Beginning	☐
☐ ABE Intermediate High	☐ ESL Intermediate Low	☐
☐ ABE Multi-level	☐ ESL Intermediate High	☐
☐ ASE Low	☐ ESL Advanced	☐
☐ ASE High	☐ ESL Multi-level	

1. Do you have a computer at home?   Yes   No

2. Who uses the computer in your home?

   ☐ Myself
   ☐ My husband
   ☐ My wife
   ☐ My child/ren
   ☐ My parents
   ☐ My siblings
   ☐ My friend/roommate
   ☐ Everyone
   ☐ Other, explain

   _____

3. Do you use a computer at school?   Yes   No

4. Do you use the Internet at home?   Yes   No

5. Do you use the Internet at school?   Yes   No

6. Do you use the Internet somewhere other than home or school?

   ☐ Work
   ☐ Shopping centers
   ☐ Restaurants
   ☐ Library
   ☐ Community Center
   ☐ Friends/relative's House
   ☐ Other, explain

   _____

page 1

Survey: Use of Computers, Mobile Devices & Internet for Adult Learners

7. Do you have a smartphone [for example iPhone, HTC One, Samsung Galaxy 4]?   Yes   No

8. Do you text on your phone [use SMS/MMS]?   Yes   No

9. What do you do when you are on the computer, the internet or on your mobile device?

    ☐ Get information/do research
    ☐ Learn in class
    ☐ Learn outside class
    ☐ Apply for jobs
    ☐ Work
    ☐ Pay bills
    ☐ Email
    ☐ Shop
    ☐ Connect with friends and family on Facebook and/or other social media
    ☐ Get entertainment [watch videos/listen to music/read for pleasure/ play games}
    ☐ Other, explain

    _____

10. If you communicate with your teacher with technology how do you do it?

    ☐ Talk on the phone
    ☐ Email
    ☐ Facebook or other social media
    ☐ Online course like Moodle, Edmodo
    ☐ Text by phone
    ☐ Other, explain

    _____

11. Do you learn on the Internet at school?   Yes   No

12. Do you learn on the Internet at home?   Yes   No

13. Do you learn through your adult school's distance learning program?   Yes   No

14. Do you know how to keep yourself safe on the Internet?   Yes   No

15. Do you know how to keep your kids/grandkids safe on the Internet?   Yes   No

Student Technology Survey Results

OTAN Student Technology Survey

| Have computer at home? 1 = yes; 2 = no 196 responses **77%**	Do you use the internet at school? 1 = yes; 2 = no 106 responses **42%**	Do you learn through your adult school's distance learning program? 1 = yes; 2 = no 117 responses **46%**
Use a computer at school? 1 = yes; 2 = no 120 responses **47%**	Do you learn on the internet at school? 1 = yes; 2 = no 123 responses **50%**	Do you know how to keep yourself safe on the internet? 1 = yes; 2 = no 200 responses **78%**
Do you use the internet at home? 1 = yes; 2 = no 206 responses **81%**	Do you learn on the internet at home? 1 = yes; 2 = no 184 responses **72%**	Do you know how to keep your kids/grandkids safe on the internet? 1 = yes; 2 = no 178 responses **70%**

Adult Learner Survey Results

Internet use other than home or school
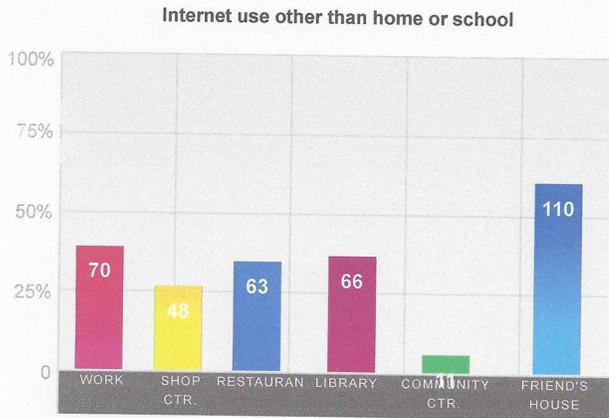
Number of total responses: 208

	(n)	%
Work	70	34%
Shopping centers	48	23%
Restaurants	63	30%
Library	66	32%
Community center	11	5%
Friends/Relative's House	110	53%

If you communicate with your teacher, how do you do it?
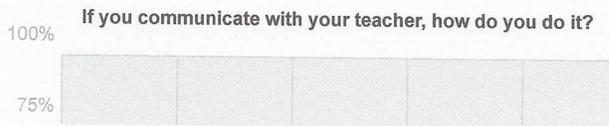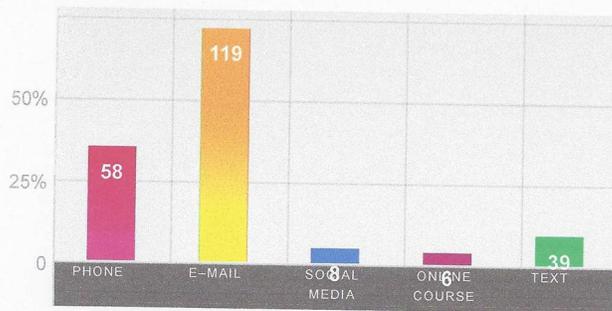
Number of total responses: 190

	(n)	%
Talk on phone	58	31%
E–mail	119	63%
Facebook or other social media	8	4%
Online course like Moodle, Edmodo	6	3%
Text by phone	39	21%

Do you text on your phone?

Number of total responses: 248

	(n)	%
Yes	208	84%

No		40	16%	

**What do you do when you are on the computer, the internet, or on your mobile device? Part 1**
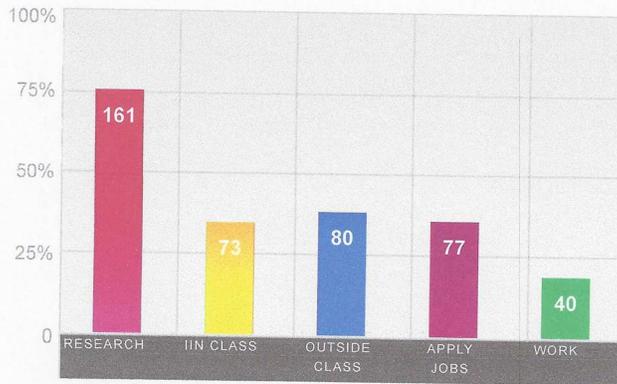
Number of total responses: 245

	(n)	%
Get information/do research	161	66%
Learn in class	73	30%
Learn outside class	80	33%
Apply for jobs	77	31%
Work	40	16%

What do you do when you are on the computer, the internet, or on your mobile device? Part 2
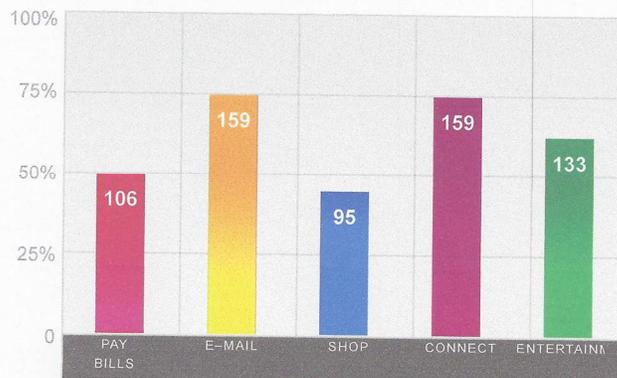
Number of total responses: 245

	(n)	%
Pay bills	106	43%
E–mail	159	65%
Shop	95	39%
Connect w/social media	159	65%
Entertainment	133	54%

Do you have a smartphone?
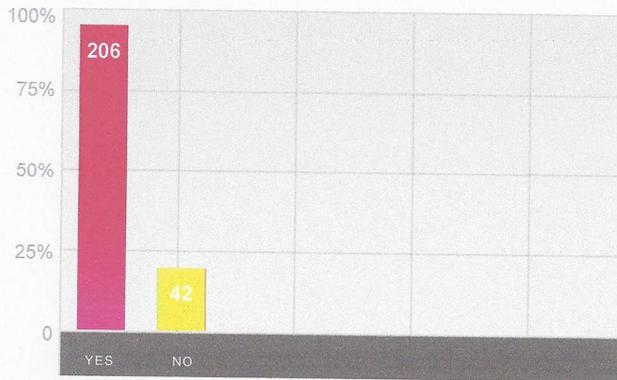
Number of total responses: 248

	(n)	%
Yes	206	83%
No	42	17%

To see results by class and level, select below.	
ABE Beginning Literacy	ESL Beginning
ABE Beginning Basic	ESL Intermediate Low
ABE Intermediate Low	ESL Intermediate High
ABE Intermediate High	ESL Advanced Low
ASE Low	ESL Advanced High

Chaffey Joint Union HSD Business Community Survey
Local Business Community: What student attributes do local employers desire?

	Question	Extremely High Priority	High Priority	Moderate Priority
1	After Diploma-Progress Toward Completion of Certification and/or Degree	28	13	4
2	Complete a Rigorous Course Schedule in High School	19	19	7
3	Employability Skills	33	10	1
4	Strong Communication/Presentation Skills	33	10	4
5	Responsible/Dependable/Trustworthy	39	2	0
6	Competent Writers	19	20	4
7	Eliminate "Sense of Entitlement	31	7	5
8	Problem Solving/Critical Thinking	33	11	2
9	Computation Skills - Advanced Math Preferred	18	18	9
10	Digital Literacy/Technologically Competent	21	19	4
11	Bilingual	8	22	15
12	Physically Fit and Healthy	15	22	7

Other desired attributes not listed:

1 Volunteerism; helping companies be good corporate citizens

2 "Grit" "Resilience"

3 Need to be polite! Do not look bored/disinterested. Need to be able to find info on the internet, not just play with their phone.

4 Strong communication skills including relating to a variety of age groups, and values. Need strong administration and leadership skills.

5 Creative & imaginative

6 Team oriented. I answered the questions based on Nursing, SACH has other opportunities too.

7 Leadership and Promotional Intelligence.

8 General knowledge of the way things work, mechanics, plumbing, carpentry, painting, etc.

9 The want to improve.

10 Apprenticeship program in masonry trains trade, math skills in algebra, geometry, you learn (English) plan reading, tangible daily rewards of work accomplished & skills learned are kinesthetic and high paying while low stress. www.TrainMason.org

11 Communication skills.

12 Personable social skills.

Los Angeles Times

Strong growth is forecast for Inland Empire

By Chris Kirkham, Los Angeles Times
http://www.latimes.com/business/la-fi-inland-empire-economy-20141023-story.html

Amazon.com opened its second major fulfillment center in Moreno Valley earlier this year. The company is planning to build another facility in Redlands. (Irfan Khan / Los Angeles Times)

Oct 23, 2014 | 5:00AM :: It was among the nation's hardest-hit local economies during the Great Recession, beset by staggering numbers of foreclosures and one of the highest jobless rates in California.

But the Inland Empire is now the fastest-growing region in Southern California — a trend predicted to continue over the next five years, according to an economic forecast released Thursday.

The availability of land for development, combined with proximity to ports and major transportation corridors, has given Riverside and San Bernardino counties a growth advantage over more built-out coastal areas over the last two years. Unlike the housing bubble of the mid-2000s — when much of the Inland Empire's job growth was tied to construction and real estate — the economic recovery has been spread across a wider range of industries, such as professional services and goods distribution.

> *"We haven't just had all of our eggs in one basket. Almost every major industry in the Inland Empire has added jobs since the region hit bottom."*
>
> - Jordan Levine, director of economic research at Beacon Economics

"What's encouraging is just how broad-based the recovery is," said Jordan Levine, director of economic research at Beacon Economics, which published the forecast. "We haven't

just had all of our eggs in one basket. Almost every major industry in the Inland Empire has added jobs since the region hit bottom."

Overall, the Inland Empire accounted for two-thirds of the new businesses created statewide from 2012 to 2013 — despite housing only 7.4% of the total businesses in California.

Over the last year, Inland Empire jobs have increased 2.7%, a faster rate than any part of California except the Bay Area. That's more than double the rate of Los Angeles County and nearly triple the pace of Orange County.

Thursday's report predicts the Inland Empire will add jobs at an even faster clip — about 3.4% annually — over the next five years.

Driving that growth are major gains at both ends of the income scale: the lower-paying leisure and hospitality sector was one of the fastest-growing industries, but there was even more rapid growth in the high-end professional services sector, which includes consultants, lawyers and accountants.

Average annual wages in the Inland Empire, at $41,314, are significantly lower than the state average of $57,121, but the forecast found that some of the biggest growth sectors in the region (professional services, trade and transportation) are also among the highest paying. More than 55% of the Inland Empire jobs added over the last year were in industries with average annual pay above $40,000.

The Inland Empire still had an unemployment rate of 8.2% as of September, higher than the state's rate of 7.3%. One of the biggest bright spots going forward, according to the report, is the Inland Empire's status as a major shipping and distribution point for Southern California and the nation.

Amazon.com, for instance, opened its second major fulfillment center in Moreno Valley this year. The facility serves as a hub for delivery of merchandise throughout the region. The company is planning to build another facility in Redlands.

The region also serves as a distribution hub for goods delivered to and from the ports of Los Angeles and Long Beach, which have both seen a surge in volume over the last year. Overall volume at the Port of Los Angeles has risen 7.8% in the first nine months of 2014 compared with the same period last year. And the Port of Long Beach saw an increase of 1.7% over the same period.

"This is the area where goods are going to be handled, whether they're coming in through the ports or going into facilities to answer demands from e-commerce," said John Husing, an economist who specializes in the Inland Empire. "We have all of the dirt left in Southern California, if you're going to build an industrial facility or a logistics facility."

That growth is evident from measurements of economic output in the wholesale trade and warehousing sector, which grew nearly four times as fast in the Inland Empire as the state overall.

The sector also had the fastest growth in business formation from 2012 to 2013, according to the report.

One thing noticeably different about the Inland Empire's recent growth, compared with the boom years of the mid-2000s, is the performance of the construction sector.

The industry shed more than 75,000 jobs in the Inland Empire and is still years away from regaining them, the report suggests. But the report projects construction to be "one of the largest contributors to economic growth moving forward," driven by an increase in demand for housing in a region that is significantly more affordable than the rest of Southern California.

Husing compared median housing prices of $277,000 in the Inland Empire with prices of more than $450,000 in Los Angeles and nearly $600,000 in Orange County.

"Those are powerful numbers, and they will force growth into this area," Husing said. "And as families move, they bring their education, their skills, their income and their spending."