

# Consortium Annual Plan

This Annual Plan Form has been partially auto-filled for your Consortium based on your AEBG Consortium Fiscal Administration Declaration (CFAD). **Some text is locked** ( ). Should you need to make changes to these sections, please contact the AEBG Office. Submissions are due by **August 15, 2016**.

**Please Note:** Please use bullet-point lists where appropriate for clarity and concision and spell out acronyms that may not be readily understood by most readers.

## Section 1: Consortium Administration

Consortium Grant Number	Consortium Name
15-328-08	08 West End Corridor

### Primary Contact(s)

The table below lists the current Primary Contact(s) for your Consortium. Each may identify up to **two**. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically.

Name	Title	Phone	Email
Haag, Todd	Principal, Chaffey Adult School	(909) 391-5365	todd_haag@cjuhsd.net

### Funding Channel

The consortium has designated a fiscal agent

### Fiscal Contact

The table below lists the current Fiscal Contact for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. All changes are saved automatically. To add or remove a Member Representative, click **Add / Remove Member Representatives**.

Name	Title	Phone	Email
Corvera, Carolyn			carolyn_corvera@cjuhsd.net

### Member Representation

The table below lists the current Membership for your Consortium. Please review and update the information listed below as appropriate. Changes may be entered directly into the table below. To **add** or **remove** a Member Representative, click **Add / Remove Member Representatives**.

Name	Member Agency	Phone	Email	Approved
Corvera, Carolyn	Chaffey Joint Union High School District		carolyn_corvera@cjuhsd.net	02/09/2016
Ruvalcaba, Alex	Upland Unified School District	(909) 985-1864	alex_ruvalcaba@upland.k12.ca.us	07/14/2015
Gleason, Cynthia	Fontana Unified School District	(909) 357-5490	cynthia.gleason@fusd.net	07/15/2015
Haag, Todd	Chaffey Joint Union High School District	(909) 391-5365	todd_haag@cjuhsd.net	07/14/2015
Hampton, Carl	Chino Valley Unified School District	(909) 627-9613	carl_hampton@chino.k12.ca.us	08/13/2015
Bishop, Eric	Chaffey Community College District	(909) 652-6501	eric.bishop@chaffey.edu	06/25/2015
Fears-Hackett, Lisa	Baldy View ROP (JPA)	(909) 947-3400	lisa_hackett@bvrop.org	03/09/2016

### Governance Plan


Your Governance Plan defines the policies and procedures that guide decision-making and operations for your Consortium. Your Consortium’s current Governance Plan may be found below.

[governancerulesproceduresupdatedmarkups1026153.docx](#)

**Has your Consortium changed how it manages operations since submitting the plan above? (Select Yes or No)**

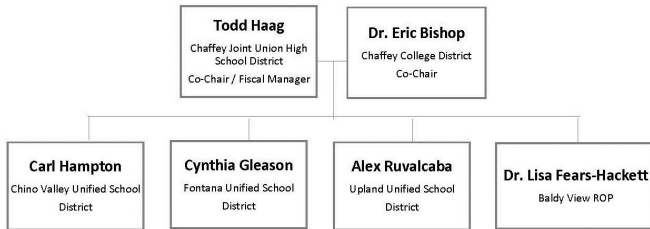
- Yes
- No

If you have changes to your Governance Plan Template, please complete a new Governance Plan Template and upload it below for submission with your Annual Plan.

 [Download Governance Plan Template](#)

### Organizational Chart

In your 2016 – 17 CFAD, you were asked to submit an Organizational Chart. Your Consortium’s current Organizational Chart may be found below.



**Do you have changes to your Organizational Chart? (Select Yes or No)**

- Yes
- No

If there have been changes from what was submitted with your CFAD, please upload a new Organizational Chart below for submission with your Annual Plan. Organizational Charts must be in .jpg format.

### Fiscal Management

In your CFAD you answered the following questions: 1) How will the consortium be fiscally managing your block grant in 2016 - 17? 2) How are you rolling up grant expenditures report to the State? Your response is included below for reference.

The management of West End Corridor consortium funds will follow all federal, state, county, and district guidelines within standard and acceptable accounting and auditing practices as they pertain to AEBG guidelines. Under the direction of the Assistant Superintendent of Business Services and the Chief Financial Officer, the Chaffey School District will devote a Budget Specialist to manage the AEBG, as well as communicate with the consortium’s executive committee, in facilitating and tracking member allocations and expenditures. This budget specialist will also communicate on a regular basis with their counterparts from the member agencies. Expenditures will be reflective of the consortium’s regional plan, and as necessary, be approved at formal meetings of the consortium by majority vote of the membership. Meeting minutes will serve as supporting documentation of approved expenditures. The Chaffey Joint Union High School District will certify consortium-related budgets and expenditures.

Based on the approved allocation schedule, the fiscal agent will distribute (pass through) funds to the member agencies. Member agency allocation expenditures will be processed and follow the procedures of local district’s fiscal departments. Member agencies will supply the necessary support documentation and fiscal reports, per program, resource, object codes etc., necessary for adhering to state reporting requirements. Additionally, the West End Corridor consortium has developed a model where the consortium has allocated funding for the support of consortium wide projects and activities. These Consortium-wide expenditures will be invoiced to the consortium/fiscal agent, and/or if appropriate, will be invoiced to the fiscal agent by the member agencies. Agency reimbursement will be processed for payment on a monthly basis. As the fiscal agent, the Chaffey Joint Union High School District will certify consortium-related budgets and expenditures.

**Does your Consortium have updates or changes to its approach to Fiscal Management to report? If so, click Yes and enter them in the textbox below. Otherwise, click No.**

- Yes
- No

None

### Consortium Allocation Schedule

In your CFAD, you submitted your Allocation Schedule for 2016-17. **This item is locked.** It is included here for reference only.

Member Name	Total Allocation
Upland Unified School District	\$427,050
Fontana Unified School District	\$1,015,000
Chino Valley Unified School District	\$1,081,052
Chaffey Joint Union High School District	\$4,110,399
Chaffey Community College District	\$200,000
Baldy View ROP (JPA)	\$0
<b>Total</b>	<b>\$6,833,501</b>

## Section 2: Plan Summary for Program Year 2016-17

The AEBG effort focuses on the purpose described in AB86: “... to rethink and redesign an educational system that creates seamless transitions for students across adult schools and community colleges to accelerate academic and career success in order to earn a living wage.” Your AB104 Adult Education Block Grant Three-Year Plan Update summarizes what your Consortium’s vision and goals are for your regional Adult Education system. The Annual Plans focus on what will be done to make progress toward that vision each year.

### Executive Summary

*Please provide an Executive Summary of your Consortium’s implementation plan for the 2016 – 17 Program Year. In your summary, please be sure to provide a clear and concise description of your Consortium’s vision, accomplishments made during the prior Program Year, and its primary goals for the the upcoming Program Year.*

The West End Corridor Consortium is “poised at the intersection of geography and opportunity.” The Inland Empire is the fastest growing region in Southern California and projected to last at least the next five years. Further, in the

referenced Los Angeles Times article, exceptional growth is predicted in transportation and logistics, as well as warehouse, business and residential construction.

Driving economic Forces:

- Logistics & Transportation

Growth Related Sectors:

- Construction
- Personal Care and Services
- Business and Financial Operations
- Healthcare Support
- Computer and Technical

Following are the recommended steps for implementing the AEBG state plan; the activities of the West End Corridor Consortium are premised on the following sequence:

- First Year 2015-16: Begin to define and develop specific plans based on the consortium planning work.
- Second Year 2016-17: Begin the development and implementation of consortium plans on a pilot basis.
- Third Year 2017-18: Implement consortium plans to maximize regional impact on workforce development and employment.

This past fiscal year of 2015-16, major consortium undertakings were begun. These included the following:

- A new student data management system, ASAP Version 3, was purchased by WEC in order to manage, aggregate and report student data and outcomes.
- Instituting the bi-lingual, on-line service career assessment tool, Career Cruising, to provide students with information and pathways to career-planning and employability, and for member agencies, program and articulation development data.
- The Consortium was expanded to include Baldy View ROP, thus increasing the CTE opportunities available to our adults.
- Rebuilding capacity based on updated regional needs.
- Continued to inform regional stakeholders of our progress through events, publications and mailings, and website.
- Expanded marketing to include website and regional mailings.
- Growth/expansion of ESL programs, including to member K-12 parents, and supplemental software.
- Distance learning has been increased in High School Diploma and GED.
- Opportunities have been added for career advisement, including career centers.
- Relationships with America's Job Center/WDB/WEWORC.
- Significant professional development with students, staff and instructors.
- Expanding GED/Industry certification testing. (PearsonVUE)
- Initiating the steps necessary for Chaffey Community College and Upland USD to join the WIOA Title II program.
- Increased and updated technology hardware and software across programs.
- Articulation with programs offered by the adult schools and Chaffey College, including the new "Intech Center".
- Increased student support services, including orientation sessions in ABE, GED and HSD.
- Refined and expanded corrections programs.
- New CTE course offerings leading to the creation of a logistics pathway.
- Increased connections and communication with local employers.

For 2016-17, scalable pilots will be deployed, course content will be finalized, and new delivery models will be identified. Career Cruising will be partially implemented for both native speakers and ESL students, and course offerings will begin to feature contextualized approaches, VESL, pre-apprenticeships and apprenticeships. Career Centers will be operational and leveraged with existing workforce partner resources. Career-focused professional development will be required of all consortium instructional and support staff. These multiple efforts are being implemented within the prescribed parameters of the AEBG as embodied in AB 104 (2015).

## Stakeholder Engagement

In the table below, please list your Consortium's Partner Agencies. These may include, but are not limited to, state, county workforce and / or educational agencies, community based organizations, corrections, advocacy and / or special interest groups, proprietary schools, charter schools, among others. Values may be entered directly into the table below. All changes are saved automatically.

Partner Name	Partner Type	Core Services
California Steel Industries	Industrial	Workforce trainings, skill development, job placement
Consortium Member Districts	K-12	ESL, CTE & parent education
Fontana Police Department	Prevention/Transition	Academic education & career training
Loma Linda School of Dentistry	Medical	Workforce training, skill development, job placement
Member K-8 programs &/or Feeder Districts (Ontario Montclair SD)	Education	K-8 & Parent Education (ESL)
Ontario Airport	Industrial	Workforce training, skill development, job placement
San Bernardino County Sheriff's Department	Corrections	Academic & Social Education
San Bernardino County Sheriff's Dept.	Corrections	Academic education & career training
San Bernardino County Workforce Development Board	Workforce Development	Workforce Development, Training & Placement
West Valley America's Job Center (San Bernardino County WDB)	Workforce Development Board	Workforce Development, Training & Placement

Briefly describe a promising practice that has emerged as a result of your collaboration with one or more of the partners identified above.

- WDB collaboration, MOU agreement to work collaboratively moving forward, including industry associations.
- Implementation of the use of a career assessment tool by all member agencies for the purpose of providing students with information and for program development and articulation by member agencies.
- Stakeholder events and activities have resulted in an informed local and regional base and has resulted in numerous relationship opportunities.

## Levels and Types of Services

Please provide a description of your Consortium's success expanding levels and types of programs within your region, as well as key challenges faced and / or overcome during the 2015 – 16 Program Year.

- A new student data management system, ASAP Version 3, was purchased by WEC in order to better manage, aggregate and report student data and outcomes.
- Instituting the bi-lingual on-line service of Career Cruising to provide students with information and pathways to career-planning and employability.
- The Consortium was expanded to include Baldy View ROP, thus increasing the CTE opportunities available to our adults.
- Rebuilding capacity based on updated regional needs.
- Continued to inform regional stakeholders of our progress through events, publications and mailings, and website.
- Expanded marketing to include website and regional mailings.
- Growth in programs such as ESL, including enhanced technology and software.
- Distance learning opportunities have been increased in High School Diploma and GED.
- Opportunities have been added for career advisement, including the development of career centers.
- Relationships with America's Job Center/WDB/WEWORC.
- Significant professional development with students, staff and instructors.
- Expanding GED/Industry certification testing. (PearsonVUE)
- Initiating the steps necessary for Chaffey Community College and Upland USD to join the WIOA Title II program.
- Increased and updated technology hardware and software.
- Articulation with programs offered by the adult schools and Chaffey College, including the new Intech Center.
- Increased student support services, including orientation sessions in ABE, GED and HSD.
- New CTE course offerings leading to the creation of a logistics pathway.
- Expanding the ESL program to include more outreach to member K-12 parents.
- Increased connections and communication with local employers.

- Meeting deliverable requirements and deadlines while attempting to implement plan goals and continue to manage the day to day operation of our agencies.
- Accommodating new/future membership
- Developing systems to accurately track and report expenditures, progress and produce meaningful outcome data
- Member availability for meetings and communication. Getting everyone in the room at the same time, especially in the current status of timelines and expectations.
- Productivity in navigating an environment made up of multiple agencies, each with existing issues of history, past practice, policy, procedure and governing authority.

- Creation of a concept or system of a “single point of contact” for managing member and consortium wide efforts of creating seamless transitions and workforce communications and referrals.

### Regional Needs

Please provide a description of your Consortium’s success providing training and educational services to address the needs of adult learners within your region. Please also identify key challenges faced and / or overcome during the 2015 – 16 Program Year. Please also include descriptions of changes in the needs of your region, as appropriate.

For 2015-16, an assessment of needs and opportunities in this consortium’s region, including informative student and staff survey’s, revealed a number of opportunities to undertake to provide greater education and employment training opportunities.

- Identified regional needs and developed programs and services to address those needs.
- Instituting Career Cruising, in English and Spanish, to provide for a career exploration and the development of individual student pathways leading to employment or improved earnings and assist agencies with program development.
- Professional development to address regional needs.
- Informed stakeholders have resulted in new relationships leading to educational and employment opportunities for students.
- Outreach and marketing efforts informed the community and resulted in increased enrollment.
- District leadership of the member agencies have become more informed of the impact of adult education locally and regionally.

Keeping up with workforce needs in view of the surge in economic development in the Inland Empire- The ongoing challenge is to identify and examine job-training opportunities that lead to employment in Inland Empire and beyond. Once these opportunities are identified, the next step would be to identify available resources and leverage them to package a specific education and job-training program. These resources would include those vested in existing consortium members and partners. As opportunities arise, additional partners may need to be added to maximize impact and outcomes. A “single point of contact” in the spirit of a full functioning career center, with staffing, including counseling is seen as critical to providing a full service program. As a definite positive, the WEC Consortium funds are serving in a critical role as a catalytic source for pooling and leveraging resources.

## Section 3: Consortium Expenditures by Program Area and Objective –

Reflecting on what you submitted in your 2015 – 16 Annual Plan, as well as your 2015 – 16 expenditures by Program Area and Objective, estimate the funding that will go to support these efforts in the 2016 – 17 Program Year. Data collected include 2015 – 16 MOE and Consortium Allocations (Budgeted and Spent) by Program Area, Objective, and Object Code, as well as Planned Expenditures by funding source for the 2016 – 17 Program Year, as shown in the tables below.

Program Areas	2015 - 16 Expenditures						+/-	2016 - 17 Planned Expenditures							
	Budgeted			Spent				AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total									
3.1a Adult education (ABE, ASE, Basic Skills)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1b English as a second language	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1c Pre-apprenticeship training	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1d Career and technical training	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1e Adults training to support child school success	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1f Older adults in the workforce	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3.1g Services to adults with disabilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Objectives	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-	AEBG	WIOA	Adult Perkins	Ca/Works	LCFF	CCD Apportionment	Incarcerated Adults	Total
5.1a Obj. 3: Seamless Transition	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1b Obj. 4: Gaps in Services	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1c Obj. 5: Accelerated Learning	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1d Obj. 6: Professional Development	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5.1e Obj. 7: Leveraging Structures	\$0	\$0	\$0	\$0	\$0	\$0	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>-</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Object Code	MOE	Consortium Allocations	Total	MOE	Consortium Allocations	Total	+/-								
1000 Instructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-								
2000 Noninstructional Salaries	\$0	\$0	\$0	\$0	\$0	\$0	-								
3000 Employee Benefits	\$0	\$0	\$0	\$0	\$0	\$0	-								
4000 Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0	-								
5000 Other Operating Expenses	\$0	\$0	\$0	\$0	\$0	\$0	-								
6000 Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-								
7000 Other Outlay	\$0	\$0	\$0	\$0	\$0	\$0	-								
Indirect / Administration	\$0	\$0	\$0	\$0	\$0	\$0	-								
<b>Total</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>-</b>								

Key  
 ▼ = Under  
 ▲ = Over

Expenditures data must be submitted for each participating Member agency as a single a comma-separated values (.csv) file for each Consortium. To help ensure the consistency and accuracy of data collected, as well as minimize the administrative burden on Consortium Members, the AEBG Office has developed tools to support collection and reporting of Consortium expenditures data. These include a

Member Expenditures Form that Consortia may use to collect data from Member agencies, and a Consortium Expenditures Workbook with built-in automations to import and export Member / Consortium data with the click of a button. Instructions for use of these tools, as well as a sample workflow document and export file may be found in Consortium Expenditures Workbook.

While it is not required that Consortia use these tools, expenditures data must be submitted in the format produced by the Consortium Expenditures Workbook. Consortia using other tools to produce this report are strongly encouraged to reach out to the AEBG Office to ensure their files meet the specifications of the AEBG Office prior to submission. Once you have prepared your Consortium Expenditures file, upload it here for submission with your 2016 – 17 Annual Plan.

[westendcorridoraebgconsortiumexpenditures\\_1607221.xlsm](#)

## Section 4: Consortium Action Plan Review and Update

### Regional Assessment Plan Updates

*Provide a description of your AEBG Regional Assessment Plan, i.e., how students will be appraised, placed, assessed, etc. into the regional adult system as they progress, and as they move among the various schools.*

- ASAP- This student data management system has the capability to aggregate, report and analyze data resulting from adult education and community college intake testing, placement, and pathway transitioning within the region represented by the consortium, inclusive of the work being addressed by the AEBG.
- Career Cruising will consistently inform all member agency students and provide critical student interest and ability data for program development, transition to continued training and/or employability.
- Student Survey data related to intake and registration, classroom/program experience and relevancy, and barriers to continued education and training will continue to inform agency and consortium-wide decision making. (WASC, AES, WestEd)
- CASAS Testing will continue to be utilized by all adult education agencies. This data is critical to the placement and measured success of adult education's academic and language acquisition programs because of the consistency and calibrated nature of this comprehensive assessment process.
- Aztec for ABE/GED, Burlington English and several other supplemental software providers generate meaningful student achievement and assessment readiness data.
- Tracking and analysis of intake registration procedures.
- Pilot- tracking and analysis of employment and promotions.

**What tools and vendors will you be using for these activities? Responses may be entered directly into the table below. All changes are saved automatically.**

Name	Vendor	Core Services
Accuplacer	The College Board	College Readiness & Placement Assessment
ASAP Version 3	Administrative Software Applications Inc.	Student Data Management System
Career Cruising (career planning tool)	Career Cruising	Career Assessment Software
CASAS Assessments	Comprehensive Adult Student Assessment System as contracted by CDE	WIOA Title II Assessment System
GED Exam Testing / PearsonVUE	Pearson Company	GED & Career Certification Assessments
Student Surveys	Adult Education Solutions-Consultant, West Ed, OTAN Technology Survey, Member Institution Surveys,	Student Opinion & Interest Surveys

### Student Data Tracking

*Describe how you will track student enrollment, demographics, and performance. What system(s) will you be using? How will you collect the data from the student / classroom level? How will this system enable you to meet the targeted program outcomes?*

Office intake staff are seen as critical in the advisement, assessment and placement of students. Because of their relationship with the adult students, instructional staff are vital to the dissemination of information and workforce related curriculum and assessment. Professional development for these important staff members is paramount. It is necessary that the work taking place, and implied in the development of the WDB "MOU", will assist in tracking student outcomes related to employment and wage increase. Efforts at the consortium level will include:

- The student data management system has the capability to aggregate, report and analyze data resulting from adult education and community college intake testing, placement, and pathway transitioning within the region represented by the consortium, inclusive of the work being addressed by the AEBG.

- The bi-lingual online career assessment tool will consistently inform all member agency students and provide critical student interest and ability data for program development, transition to continued training and/or employability.
- WIOA II benchmark testing will continue to be utilized by all adult education agencies. This data is critical to the placement and measured success of adult education's academic and language acquisition programs because of the consistency and calibrated nature of this comprehensive assessment process.

List the systems used for student data tracking. Responses may be entered directly into the table below. All changes are saved automatically.

Name	Vendor	Core Services
Accuplacer	The College Board	College Readiness & Placement Assessment
ASAP Version 3	Administrative Software Applications Inc.	Student Data Management System
Career Cruising (career planning tool)	Career Cruising	Career Assessment Software
CASAS Assessments	Comprehensive Adult Student Assessment System as contracted by CDE	WIOA Title II Assessment System
GED Exam Testing / PearsonVUE	Pearson Company	GED & Career Certification Assessments
Student Surveys	Adult Education Solutions-Consultant, West Ed, OTAN Technology Survey, Member Institution Surveys	Student Opinion & Interest Surveys

## 2015 – 16 Annual Plan Review and Update

Considering the activities proposed and / or implemented this year, please evaluate your Consortium's effectiveness meeting the following student outcomes identified in AB104:

- (A) Improved literacy skills
- (B) Completion of high school diplomas or their recognized equivalents
- (C) Completion of postsecondary certificates, degrees, or training programs
- (D) Placement into jobs
- (E) Improved wages

In your responses, please include a description of your progress toward implementation of your 15 - 16 strategies. Please also be sure to highlight key successes, challenges, and any new strategies proposed as a result of lessons learned during the 15 – 16 program year.

### Objective 3: Integration and Seamless Transition

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

The West End Corridor Consortium is aligning courses between the community college non-credit and credit courses to create career pathways. Plans are being developed in the areas of logistics, allied health, and construction. Career Cruising, the bilingual electronic career portfolio and the proposed assessment and data system, will assist in tracking the pathways of students and their success in meeting targeted career goals. ABE and ESL program expansion and the implantation of supplemental support software and tutoring opportunities will result in increased student opportunities and achievement in the areas of literacy and numeracy skill development. New instructional material selection and professional development for staff, including the use of technology to deliver instruction, will add to this increased achievement and student persistence. The addition of Baldy View ROP (JPA) to the consortium also provides the opportunity to utilize the entry level status of some of the adult CTE programs as foundations to advanced training. Students support services, including additional counseling and the establishment of appropriated equipped and staffed career centers, are being enhanced/developed. Articulation with the college will be enhanced by professional development of agency counselors and instructional staff, curricular alignment and a single point of contact at the college with the hiring of a transition and articulation coordinator.



**Objective 3 Activities**

Activities and plans to align regional academic and career pathways leading to employment and student transition into postsecondary education and / or the workforce.

**Response:** (200 words max.)

Activity	Outcomes Expected	Method of Assessing Impact
Career Assessment	Electronic Career Pathway	Tracking & Analytics
Articulation PD & Collaboration	Seamless Transitions to Certifications and the Workforce	Tracking & Analytics
CTE Training	Certification & Job Placement	Tracking & Analytics
Logistics Academy	Logistics and Transportation Research	Implementation of Research
Career Centers	Improved Training & Job Placement	Tracking & Analytics

**Objective 4: Gaps in Services**

Activities and plans to address gaps in programs and services within your region.

WEC members will continue to assess needs related to expanding instruction and service in the areas:

- ESL
- GED prep
- Spanish GED
- HS Diploma
- CTE and the economic demands for trained/certified workers
- Distance learning opportunities
- Supplemental support software and online resources
- Introducing and expanding logistics and transportation sectors
- Improved and expanded intake and counseling services
- Improved and expanded career counseling and referral and placement services and tracking, including formal career center models
- Expanded academic assistance programs
- Workforce related professional development
- Career Cruising data
- Student and staff surveys
- Demographic and trend data as gathered and analyzed by WDB resources, including the local America's Job Center
- Expanded outreach and marketing
- Child care services
- Transportation

**Objective 4 Activities**

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Expanded ESL, Academic & CTE programs/classes	Increased Achievement/Outcomes	Tracking & Analytics
Career Centers (staffed)	Student Transitions & Placement	Tracking & Analytics
Support Services (counseling & tutoring)	Increased Achievement/Outcomes	Tracking, Analytics & Surveys (Customer Service Satisfaction)
Childcare	Increased Access, Enrollment & Completion	Tracking, Analytics, Enrollment & Customer Service Satisfaction

**Objective 5: Acceleration**

Activities and plans to accelerate student progress toward academic and/or career goals.

This consortium has implemented a model to accelerate and expand opportunities to study for and pass HSE exams, earn a high school diploma and improve English Language acquisition. This model includes the use of supplemental software in ABE/GED (Aztec), ESL (Burlington English) and expanded opportunities in the online diploma programs, including the acquisition of desktop and mobile computer systems. This approach has the potential to serve as the model for replication as other areas of instruction, including CTE, are targeted for acceleration. Open enrollment policies in ESL and ABE/GED allow students to become engaged regardless of academic term and exit/advance when ready. The expansion of HSD and GED programs, including distance learning options, will result in improved student outcomes in these areas. Expanding opportunities in online diploma programs, combined with added expectations has resulted in more high school diplomas being earned while increasing teacher/student contact. The use of Career Cruising will allow students and their advisers to identify the most ready approach to completing targeted education and being job ready. Implementing college readiness assessments at the adult school level will provide for program development and intervention and assist in the speedy transition continued education and/or training.

**Objective 5 Activities**

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
GED Preparation in English & Spanish	Increased Enrollment & Passage Rate	Tracking & Analytics
Career Cruising	Universal Alignment of Student Skills & Interests	Pathway completion & tracking
Accuplacer	Increased Community College enrollment based on intervention and preparation	Tracking & Analytics
Supplemental Software	Student Success in Language Aquisition, Academic and CTE Programs	Tracking & Analytics
Open Entry ESL, GED Prep & Online Programs	Increased Access, Enrollment and Completion Outcomes	Tracking & Analytics

**Objective 6: Shared Professional Development**

Activities and plans to implement collaborative professional development strategies designed to foster program alignment and support ongoing assessment and improvement of student outcomes.

Professional development to date has been focused on an understanding on the part of leadership and staff of AB 104 and AEBG as it relates to the funding, program expectations and outcomes. Brown Act training was also an important part of the governance development process. Professional development has also focused on the transition and workforce emphasis of AEBG and the necessary intake and counseling procedures required to fulfil these expectations. Staff and students have participated in numerous consortium events, completed multiple surveys and attended applicable conferences. Staff have also received training in the use of ASAP Version 3, Career Cruising and instructional technology related to both new hardware and software.

Planned Professional Development for 2016-17 includes:

- CASAS data analysis training for individual student intervention, instructional adjustment and system wide program analysis.
- ASAP training for staff to fully understand and access program capabilities
- Career Cruising implementation and student access to the full program training will be provided to administrators, counselors and classroom teachers for the purpose of implementation with fidelity and full use of program capabilities.
- Consortium wide staff members by area/department for curricular alignment, best practices and articulation with the community college.
- Ongoing local and regional stakeholder events to include staff and students.
- Surveying of students and staff
- Adult Education Association conference and events (CCAE, CAEA & AEBG events & webinars0)
- Articulation with the college
- Workforce awareness

**Objective 6 Activities**

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Outcomes Expected	Method of Assessing Impact
Career Cruising	Implementation with Fidelity and Staff Awareness & Knowledge	Utilization, Effectiveness & Student Outcomes
ASAP	Awareness, Knowledge and Utilization	Utilization, Effectiveness & Student Outcomes
ESL Software	Awareness, Knowledge & Utilization	Utilization, Effectiveness & Student Outcomes
ABE/GED Software	Awareness, Knowledge & Utilization	Improved Outcomes
Articulation/Collaboration	Articulated Courses, Accelerated Student Progress & Seamless Transitions	Tracking, Analytics & Quantitative Research
Workforce Awareness/Regional Need	Expanded Contextual Approaches	Teacher Evaluation & Student Outcomes
CASAS Training	Improved Student Performance and Program Benchmarks	Comprehensive Reporting Data

**Objective 7: Leveraging Resources**

Activities and plans to leverage resources to create or expand programs and services to adult learners in your region. Resources may include contributions from, or collaborations with, local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, county libraries, etc.

To date the leveraging of resources has been exemplified most notably with:

- CTE & member agency school districts- This effort involves the use of district facilities, primarily CTE shops and labs, and their highly qualified instructors and industry aligned programs. Examples include automotive, masonry, welding.
- High School Diploma & member agency school districts- This effort involves the use of highly qualified district instructors to teach evening high school diploma courses and online diploma classes. These teachers bring the attributes of collaboration, PD and technology use to the adult school classroom.
- College assessment, counseling, enrollment and financial aid services and college courses offered on the adult school campus.
- ROP/JPA- Baldy View ROP provides opportunities to leverage resources, staff, advisories and enrollment in such programs as HVAC, plumbing, cybersecurity, dental assistant, medical assistant, vocational nursing and pharmacy technician.
- Relationships with the local feeder districts of the member agencies have and will continue to result in ESL & ABE offerings as an extension of services to the community, including parent education, and serve as a bridge to consortium member offerings.
- WDB & Americas Job Centers- The MOU effort with the WDB will expand upon the existing relationship with the local West Valley Americas Job Center. The MOU will provide for additional client and data sharing, access to job center staff and programs/training related to: resume, interviewing, employment skills, job search, workforce training, job fairs etc.
- Regional workforce training providers, placement services and industry associations- Regional stakeholder events, activities and marketing has resulted in numerous opportunities.
- Corrections- incarcerated and released individuals

**Objective 7 Activities**

Enter aligned activities planned for 2016 – 17 into the table below.

Activity	Partners	Partner Contributions	Outcomes Expected	Method of Assessing Impact
CTE	Member School Districts	Staff, Facilities, Equipment & Other Support Resources	Expanded Programs, Improved Outcomes, Certifications & Employment	Tracking & Analytics
ESL	1-12 Districts and Feeder Districts of 9-12 Districts	Staff, Facilities, & Other Support Resources	Language Gains, Improved Access to Career Pathways, Employment & Salary Increases	WIOA CASAS Pre & Post Testing
High School Diploma	Member School Districts	Staff, Facilities, Hardware & Software	Increased Number of Graduates	Quantitative Analysis
Workforce Development	Workforce Development Board & West Valley America's Job Center, Workforce Training Providers & Employers	Demographic & Employment Trend Data, Training, Placement, Tracking	Improved Employment & Wage Increases	Tracking
Corrections Education Program	San Bernardino County Sheriff's Department, Fontana Police Department (re-entry division)	Facilities, Clients & Outcome Data	Improved Certifications & Reduction of Recidivism	Tracking, Quantitative Analysis & Follow-up Research

## Section 5: Annual Plan Submission

As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the 2016 – 17 AEBG Program Assurances Document.

**Certification (Required)**

- I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2016 – 17 Program Assurances Document.
- I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

Signature



- Click here to confirm that you are ready to submit your Annual Plan.

