

California Adult Education Program 2018-2019

Trailer Bill Language:

http://dof.ca.gov/Budget/Trailer_Bill_Language/

[Adult Education Block Grant Planning Cycle](#)

[Adult Education Block Grant Indirect Costs](#)

Budget Bill Language:

http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB1809

SEC. 4. Section 52523 of the Education Code is amended to read:

(f) Students enrolled in adult education programs, courses, and classes shall be assigned a statewide student identifier consistent with the identifiers assigned to pupils in K–12 education programs, if the student is not already identified by a social security number in the data system of the adult school or other local educational agency providing the adult education programs, courses, or classes. Adult schools shall share the assigned identifiers with the California Community Colleges for inclusion in the student data system.

SEC. 23. Section 78401 of the Education Code is amended to read:

(f) Commencing with the 2019–20 fiscal year, the Chancellor’s Office of the California Community Colleges and the State Department of Education shall coordinate so that students enrolled in classes established pursuant to subdivision (a) shall be assigned a statewide student identifier consistent with the identifiers assigned to pupils in K–12 education programs, if the student is not already identified by a social security number in a community college district’s data system. For students who formerly attended a California public school in kindergarten or any of grades 1 to 12, inclusive, or participated in another adult education program, the same statewide student identifier utilized for that student in the past programs shall be assigned. The chancellor’s office shall collect and maintain the identifiers of adult school students in the Adult Education Program data system.



AEBG (Manager) Summary

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AEBGM2017S

State: CA - California

Program Year: 2017-2018

| Program Areas* (A) | Literacy Gains (Pre/Post) | | | AEBG Outcomes | | | | | | | Services | | | | | |
|--|------------------------------|--------------------------------------|------------------------------|------------------|-----------------------------------|----------------------------|---------------------------------------|--|--------------------------------------|---|------------------|--|---|---|---|---------------------------------------|
| | Enrollees (B) | Enrollees with pre/post (C) | EFL Gains Achieved (D) | Enrollees (E) | Other Literacy Gains (F) | HSD/HSE Achieved (G) | Post- Secondary Achieved (H) | Enter Employment Achieved (I) | Increase Wages Achieved (J) | Transition Post-Sec Achieved (K) | Enrollees (L) | Enrollees with any Services Received (M) | Supportive Services Received (N) | Training Services Received (O) | Transition Services Received (P) | Career Services Received (Q) |
| English Language Learner (ESL/ELL) | 2,445 | 1,913 | 1,199 | 2,618 | 743 | 10 | 8 | 114 | 10 | 122 | 3,608 | 2,296 | 2,087 | 133 | 840 | 1,737 |
| Basic Skills (ABE) | 761 | 598 | 328 | 771 | 433 | 37 | 19 | 34 | 5 | 112 | 1,127 | 911 | 885 | 12 | 1,664 | 854 |
| High School Diploma (HSD) | 1,034 | 764 | 368 | 1,056 | 472 | 137 | 49 | 29 | 6 | 60 | 1,632 | 1,240 | 1,107 | 38 | 2,964 | 582 |
| High School Equivalency (HSE) | 1,045 | 816 | 418 | 1,054 | 658 | 119 | 37 | 48 | 7 | 119 | 1,436 | 1,146 | 1,124 | 22 | 3,114 | 1,057 |
| Career and Technical Education (CTE) | 258 | 214 | 153 | 917 | 786 | 24 | 302 | 167 | 72 | 296 | 1,300 | 1,084 | 963 | 491 | 1,899 | 877 |
| Programs for Adults with Disabilities | 18 | 14 | 9 | 157 | 3 | 0 | 1 | 0 | 0 | 0 | 202 | 198 | 199 | 0 | 13 | 198 |
| Adults Training for Child School Success | 725 | 530 | 282 | 730 | 588 | 105 | 25 | 8 | 4 | 36 | 1,029 | 954 | 1,014 | 19 | 2,318 | 1,209 |
| Workforce (Re)Entry | 359 | 276 | 167 | 647 | 300 | 4 | 59 | 83 | 13 | 153 | 855 | 640 | 514 | 211 | 365 | 527 |
| Pre-Apprenticeship | 2 | 1 | 1 | 39 | 37 | 0 | 0 | 37 | 0 | 37 | 42 | 40 | 39 | 69 | 10 | 37 |
| No Designated Program | | | | | | | | | | | 571 | 302 | 118 | 2 | 378 | 48 |
| Total | 6,647 | 5,126 | 2,925 | 7,989 | 4,020 | 436 | 500 | 520 | 117 | 935 | 11,802 | 8,811 | 8,050 | 997 | 13,565 | 7,126 |
| Students in two or more programs | 1,668 | 1,290 | 740 | 1,919 | 1,157 | 136 | 122 | 143 | 22 | 251 | 2,466 | 2,096 | 1,960 | 238 | 1,365 | 1,582 |
| Total unduplicated students | 4,426 | 3,378 | 1,901 | 5,489 | 2,428 | 253 | 347 | 312 | 88 | 545 | 8,657 | 6,074 | 5,078 | 576 | 3,288 | 3,896 |

*All learners in multiple programs are counted in each program in which they are enrolled.

**Includes learning gains from pre/post testing

Criteria

Base container is: Agency C47 - AEBG Consortium 47 Manager

Interrogation mode is: 'Aggregated data'

Instructional Program: Basic Skills (ABE), ESL/ELL, Citizenship, High School Diploma, HSE, Career and Technical Education (CTE), Workforce Readiness, Adults w/Disabilities, Pre-Apprenticeship, Adults supporting K12 student success

Program year: 07/01/2017 - 06/30/2018

Aggregate Multiple Agencies: Yes

Include Prepared By: Yes

Include Print Time: Yes

Include Criteria Info: Yes

Report Sort Order: Agency

Report Style Option: B&W

Agency Print Option: ID Name

Warn if too many pages: Yes



AEBG (Manager) Summary

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AEBGM2017S

Agency: 1331 - San Bernardino City Unified School District (SBCUSD)
Member: 137 - San Bernardino City Unified School District

Program Year: 2017-2018
Consortium: 47 - San Bernardino Community College District Consortium

| Program Areas* (A) | Literacy Gains (Pre/Post) | | | AEBG Outcomes | | | | | | | Services | | | | | |
|--|------------------------------|--------------------------------------|------------------------------|------------------|-----------------------------------|----------------------------|---------------------------------------|--|--------------------------------------|---|------------------|--|---|---|---|---------------------------------------|
| | Enrollees (B) | Enrollees with pre/post (C) | EFL Gains Achieved (D) | Enrollees (E) | Other Literacy Gains (F) | HSD/HSE Achieved (G) | Post- Secondary Achieved (H) | Enter Employment Achieved (I) | Increase Wages Achieved (J) | Transition Post-Sec Achieved (K) | Enrollees (L) | Enrollees with any Services Received (M) | Supportive Services Received (N) | Training Services Received (O) | Transition Services Received (P) | Career Services Received (Q) |
| English Language Learner (ESL/ELL) | 1,715 | 1,398 | 913 | 1,816 | 728 | 10 | 8 | 72 | 1 | 120 | 2,147 | 1,888 | 1,940 | 133 | 424 | 1,726 |
| Basic Skills (ABE) | 609 | 508 | 272 | 615 | 416 | 35 | 17 | 16 | 1 | 108 | 776 | 754 | 785 | 12 | 1,496 | 843 |
| High School Diploma (HSD) | 517 | 419 | 233 | 528 | 459 | 95 | 28 | 10 | 0 | 28 | 643 | 643 | 701 | 10 | 2,043 | 536 |
| High School Equivalency (HSE) | 803 | 680 | 357 | 805 | 651 | 114 | 36 | 34 | 3 | 116 | 958 | 940 | 1,003 | 21 | 2,885 | 1,049 |
| Career and Technical Education (CTE) | 244 | 202 | 147 | 897 | 786 | 24 | 302 | 167 | 72 | 296 | 1,216 | 1,074 | 958 | 491 | 1,882 | 877 |
| Programs for Adults with Disabilities | 14 | 10 | 6 | 153 | 3 | 0 | 1 | 0 | 0 | 0 | 196 | 196 | 196 | 0 | 9 | 198 |
| Adults Training for Child School Success | 724 | 529 | 281 | 729 | 588 | 105 | 25 | 8 | 4 | 36 | 980 | 952 | 1,014 | 19 | 2,316 | 1,209 |
| Workforce (Re)Entry | 235 | 191 | 122 | 509 | 298 | 3 | 58 | 73 | 12 | 152 | 605 | 563 | 477 | 211 | 287 | 525 |
| Pre-Apprenticeship | 0 | 0 | 0 | 37 | 37 | 0 | 0 | 37 | 0 | 37 | 37 | 37 | 37 | 69 | 4 | 37 |
| No Designated Program | | | | | | | | | | | 192 | 113 | 115 | 1 | 116 | 48 |
| Total | 4,861 | 3,937 | 2,331 | 6,089 | 3,966 | 386 | 475 | 417 | 93 | 893 | 7,750 | 7,160 | 7,226 | 967 | 11,462 | 7,048 |
| Students in two or more programs | 1,323 | 1,058 | 617 | 1,553 | 1,140 | 132 | 119 | 115 | 16 | 246 | 1,861 | 1,805 | 1,794 | 237 | 1,170 | 1,570 |
| Total unduplicated students | 3,056 | 2,472 | 1,466 | 4,026 | 2,400 | 207 | 325 | 251 | 74 | 510 | 5,311 | 4,777 | 4,538 | 547 | 2,248 | 3,844 |

*All learners in multiple programs are counted in each program in which they are enrolled.

**Includes learning gains from pre/post testing



AEBG (Manager) Summary

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AEBGM2017S

Agency: 1868 - Colton Joint Unified School District (CJUSD)
Member: 143 - Colton Joint Unified School District

Program Year: 2017-2018
Consortium: 47 - San Bernardino Community College District Consortium

| Program Areas* (A) | Literacy Gains (Pre/Post) | | | AEBG Outcomes | | | | | | | Services | | | | | |
|--|------------------------------|--------------------------------------|------------------------------|------------------|-----------------------------------|----------------------------|---------------------------------------|--|--------------------------------------|---|------------------|--|---|---|---|---------------------------------------|
| | Enrollees (B) | Enrollees with pre/post (C) | EFL Gains Achieved (D) | Enrollees (E) | Other Literacy Gains (F) | HSD/HSE Achieved (G) | Post- Secondary Achieved (H) | Enter Employment Achieved (I) | Increase Wages Achieved (J) | Transition Post-Sec Achieved (K) | Enrollees (L) | Enrollees with any Services Received (M) | Supportive Services Received (N) | Training Services Received (O) | Transition Services Received (P) | Career Services Received (Q) |
| English Language Learner (ESL/ELL) | 178 | 121 | 61 | 180 | 0 | 0 | 0 | 2 | 0 | 0 | 247 | 130 | 8 | 0 | 236 | 2 |
| Basic Skills (ABE) | 32 | 16 | 10 | 33 | 0 | 0 | 0 | 1 | 0 | 0 | 57 | 35 | 0 | 0 | 61 | 0 |
| High School Diploma (HSD) | 62 | 30 | 13 | 62 | 0 | 4 | 0 | 2 | 0 | 0 | 162 | 55 | 0 | 0 | 109 | 0 |
| High School Equivalency (HSE) | 64 | 41 | 17 | 65 | 0 | 5 | 1 | 4 | 0 | 2 | 108 | 60 | 0 | 0 | 134 | 2 |
| Career and Technical Education (CTE) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Programs for Adults with Disabilities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Adults Training for Child School Success | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Workforce (Re)Entry | 16 | 7 | 2 | 17 | 0 | 1 | 1 | 1 | 0 | 1 | 27 | 14 | 0 | 0 | 32 | 0 |
| Pre-Apprenticeship | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| No Designated Program | | | | | | | | | | | 39 | 4 | 0 | 0 | 8 | 0 |
| Total | 352 | 215 | 103 | 357 | 0 | 10 | 2 | 10 | 0 | 3 | 640 | 298 | 8 | 0 | 580 | 4 |
| Students in two or more programs | 48 | 30 | 17 | 50 | 0 | 2 | 1 | 1 | 0 | 1 | 88 | 58 | 0 | 0 | 58 | 0 |
| Total unduplicated students | 296 | 182 | 85 | 299 | 0 | 8 | 1 | 9 | 0 | 2 | 542 | 232 | 8 | 0 | 232 | 3 |

*All learners in multiple programs are counted in each program in which they are enrolled.

**Includes learning gains from pre/post testing



AEBG (Manager) Summary

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Agency: 1902 - Redlands Adult School
Member: 139 - Redlands Unified School District

Program Year: 2017-2018
Consortium: 47 - San Bernardino Community College District Consortium

| Program Areas* (A) | Literacy Gains (Pre/Post) | | | AEBG Outcomes | | | | | | | Services | | | | | |
|--|------------------------------|--------------------------------------|------------------------------|------------------|-----------------------------------|----------------------------|---------------------------------------|--|--------------------------------------|---|------------------|--|---|---|---|---------------------------------------|
| | Enrollees (B) | Enrollees with pre/post (C) | EFL Gains Achieved (D) | Enrollees (E) | Other Literacy Gains (F) | HSD/HSE Achieved (G) | Post- Secondary Achieved (H) | Enter Employment Achieved (I) | Increase Wages Achieved (J) | Transition Post-Sec Achieved (K) | Enrollees (L) | Enrollees with any Services Received (M) | Supportive Services Received (N) | Training Services Received (O) | Transition Services Received (P) | Career Services Received (Q) |
| English Language Learner (ESL/ELL) | 86 | 60 | 32 | 94 | 0 | 0 | 0 | 0 | 0 | 0 | 160 | 151 | 12 | 0 | 176 | 0 |
| Basic Skills (ABE) | 37 | 27 | 13 | 37 | 0 | 0 | 1 | 0 | 0 | 0 | 65 | 60 | 40 | 0 | 97 | 0 |
| High School Diploma (HSD) | 227 | 188 | 57 | 232 | 0 | 1 | 4 | 0 | 0 | 0 | 384 | 360 | 254 | 0 | 683 | 1 |
| High School Equivalency (HSE) | 41 | 25 | 7 | 43 | 0 | 0 | 0 | 0 | 0 | 0 | 63 | 58 | 34 | 0 | 86 | 0 |
| Career and Technical Education (CTE) | 7 | 6 | 3 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 10 | 5 | 0 | 17 | 0 |
| Programs for Adults with Disabilities | 2 | 2 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 3 | 0 | 4 | 0 |
| Adults Training for Child School Success | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 2 | 0 |
| Workforce (Re)Entry | 26 | 22 | 10 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 36 | 35 | 10 | 0 | 45 | 0 |
| Pre-Apprenticeship | 2 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 2 | 0 | 6 | 0 |
| No Designated Program | | | | | | | | | | | 122 | 89 | 1 | 0 | 90 | 0 |
| Total | 429 | 332 | 126 | 445 | 0 | 1 | 5 | 0 | 0 | 0 | 849 | 770 | 361 | 0 | 1,206 | 1 |
| Students in two or more programs | 85 | 64 | 29 | 87 | 0 | 0 | 1 | 0 | 0 | 0 | 128 | 125 | 61 | 0 | 125 | 0 |
| Total unduplicated students | 325 | 250 | 86 | 339 | 0 | 1 | 4 | 0 | 0 | 0 | 698 | 622 | 214 | 0 | 622 | 1 |

*All learners in multiple programs are counted in each program in which they are enrolled.

**Includes learning gains from pre/post testing



AEBG (Manager) Summary

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Agency: 5870 - Yucaipa-Calimesa Joint Unified School District (YCUUSD)
Member: 135 - Yucaipa-Calimesa Joint Unified School District

Program Year: 2017-2018
Consortium: 47 - San Bernardino Community College District Consortium

| Program Areas* (A) | Literacy Gains (Pre/Post) | | | AEBG Outcomes | | | | | | | Services | | | | | |
|--|------------------------------|--------------------------------------|------------------------------|------------------|-----------------------------------|----------------------------|---------------------------------------|--|--------------------------------------|---|------------------|--|---|---|---|---------------------------------------|
| | Enrollees (B) | Enrollees with pre/post (C) | EFL Gains Achieved (D) | Enrollees (E) | Other Literacy Gains (F) | HSD/HSE Achieved (G) | Post- Secondary Achieved (H) | Enter Employment Achieved (I) | Increase Wages Achieved (J) | Transition Post-Sec Achieved (K) | Enrollees (L) | Enrollees with any Services Received (M) | Supportive Services Received (N) | Training Services Received (O) | Transition Services Received (P) | Career Services Received (Q) |
| English Language Learner (ESL/ELL) | 145 | 111 | 69 | 152 | 15 | 0 | 0 | 40 | 9 | 2 | 216 | 127 | 127 | 0 | 4 | 9 |
| Basic Skills (ABE) | 54 | 36 | 27 | 57 | 17 | 2 | 1 | 17 | 4 | 4 | 86 | 62 | 60 | 0 | 10 | 11 |
| High School Diploma (HSD) | 146 | 87 | 53 | 147 | 13 | 37 | 17 | 17 | 6 | 32 | 239 | 182 | 152 | 28 | 129 | 45 |
| High School Equivalency (HSE) | 64 | 37 | 25 | 64 | 7 | 0 | 0 | 10 | 4 | 1 | 121 | 88 | 87 | 1 | 9 | 6 |
| Career and Technical Education (CTE) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Programs for Adults with Disabilities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Adults Training for Child School Success | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 46 | 0 | 0 | 0 | 0 | 0 |
| Workforce (Re)Entry | 30 | 23 | 17 | 32 | 2 | 0 | 0 | 9 | 1 | 0 | 52 | 28 | 27 | 0 | 1 | 2 |
| Pre-Apprenticeship | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| No Designated Program | | | | | | | | | | | 6 | 1 | 1 | 0 | 0 | 0 |
| Total | 439 | 294 | 191 | 452 | 54 | 39 | 18 | 93 | 24 | 39 | 766 | 488 | 454 | 29 | 153 | 73 |
| Students in two or more programs | 102 | 73 | 48 | 107 | 17 | 2 | 1 | 27 | 6 | 4 | 165 | 108 | 105 | 1 | 12 | 12 |
| Total unduplicated students | 302 | 196 | 122 | 310 | 28 | 37 | 17 | 52 | 14 | 33 | 553 | 348 | 317 | 28 | 91 | 48 |

*All learners in multiple programs are counted in each program in which they are enrolled.

**Includes learning gains from pre/post testing



AEBG (Manager) Summary

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Agency: 7280 - San Bernardino Community College District (SBCCD)
Member: 402 - San Bernardino Community College District

Program Year: 2017-2018
Consortium: 47 - San Bernardino Community College District Consortium

| Program Areas* (A) | Literacy Gains (Pre/Post) | | | AEBG Outcomes | | | | | | | Services | | | | | |
|--|------------------------------|--------------------------------------|------------------------------|------------------|-----------------------------------|----------------------------|---------------------------------------|--|--------------------------------------|---|------------------|--|---|---|---|---------------------------------------|
| | Enrollees (B) | Enrollees with pre/post (C) | EFL Gains Achieved (D) | Enrollees (E) | Other Literacy Gains (F) | HSD/HSE Achieved (G) | Post- Secondary Achieved (H) | Enter Employment Achieved (I) | Increase Wages Achieved (J) | Transition Post-Sec Achieved (K) | Enrollees (L) | Enrollees with any Services Received (M) | Supportive Services Received (N) | Training Services Received (O) | Transition Services Received (P) | Career Services Received (Q) |
| English Language Learner (ESL/ELL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Basic Skills (ABE) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| High School Diploma (HSD) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| High School Equivalency (HSE) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Career and Technical Education (CTE) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Programs for Adults with Disabilities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Adults Training for Child School Success | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Workforce (Re)Entry | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Pre-Apprenticeship | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| No Designated Program | | | | | | | | | | | 96 | 95 | 1 | 1 | 164 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 96 | 95 | 1 | 1 | 164 | 0 |
| Students in two or more programs | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total unduplicated students | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 96 | 95 | 1 | 1 | 95 | 0 |

*All learners in multiple programs are counted in each program in which they are enrolled.

**Includes learning gains from pre/post testing



AEBG (Manager) Summary

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AEBGM2017S

Agency: 9509 - Rialto Unified School District (RUSD)
Member: 138 - Rialto Unified School District

Program Year: 2017-2018
Consortium: 47 - San Bernardino Community College District Consortium

| Program Areas* (A) | Literacy Gains (Pre/Post) | | | AEBG Outcomes | | | | | | | Services | | | | | |
|--|------------------------------|--------------------------------------|------------------------------|------------------|-----------------------------------|----------------------------|---------------------------------------|--|--------------------------------------|---|------------------|--|---|---|---|---------------------------------------|
| | Enrollees (B) | Enrollees with pre/post (C) | EFL Gains Achieved (D) | Enrollees (E) | Other Literacy Gains (F) | HSD/HSE Achieved (G) | Post- Secondary Achieved (H) | Enter Employment Achieved (I) | Increase Wages Achieved (J) | Transition Post-Sec Achieved (K) | Enrollees (L) | Enrollees with any Services Received (M) | Supportive Services Received (N) | Training Services Received (O) | Transition Services Received (P) | Career Services Received (Q) |
| English Language Learner (ESL/ELL) | 321 | 223 | 124 | 376 | 0 | 0 | 0 | 0 | 0 | 0 | 837 | 0 | 0 | 0 | 0 | 0 |
| Basic Skills (ABE) | 29 | 11 | 6 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 36 | 0 | 0 | 0 | 0 | 0 |
| High School Diploma (HSD) | 82 | 40 | 12 | 87 | 0 | 0 | 0 | 0 | 0 | 0 | 203 | 0 | 0 | 0 | 0 | 0 |
| High School Equivalency (HSE) | 73 | 33 | 12 | 77 | 0 | 0 | 0 | 0 | 0 | 0 | 185 | 0 | 0 | 0 | 0 | 0 |
| Career and Technical Education (CTE) | 7 | 6 | 3 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 50 | 0 | 0 | 0 | 0 | 0 |
| Programs for Adults with Disabilities | 2 | 2 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 |
| Adults Training for Child School Success | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Workforce (Re)Entry | 52 | 33 | 16 | 63 | 0 | 0 | 0 | 0 | 0 | 0 | 134 | 0 | 0 | 0 | 0 | 0 |
| Pre-Apprenticeship | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| No Designated Program | | | | | | | | | | | 45 | 0 | 0 | 0 | 0 | 0 |
| Total | 566 | 348 | 174 | 646 | 0 | 0 | 0 | 0 | 0 | 0 | 1,493 | 0 | 0 | 0 | 0 | 0 |
| Students in two or more programs | 110 | 65 | 29 | 122 | 0 | 0 | 0 | 0 | 0 | 0 | 223 | 0 | 0 | 0 | 0 | 0 |
| Total unduplicated students | 447 | 278 | 142 | 515 | 0 | 0 | 0 | 0 | 0 | 0 | 1,257 | 0 | 0 | 0 | 0 | 0 |

*All learners in multiple programs are counted in each program in which they are enrolled.

**Includes learning gains from pre/post testing

Criteria

Base container is: Agency C47 - AEBG Consortium 47 Manager

Interrogation mode is: 'Aggregated data'

Instructional Program: Basic Skills (ABE), ESL/ELL, High School Diploma, HSE, Career and Technical Education (CTE), Workforce Readiness, Adults w/Disabilities, Pre-Apprenticeship, Adults supporting K12 student success

Program year: 07/01/2017 - 06/30/2018

Aggregate Multiple Agencies: No

Include Prepared By: Yes

Include Print Time: Yes

Include Criteria Info: Yes

Report Sort Order: Agency

Report Style Option: B&W

Agency Print Option: ID Name

Warn if too many pages: Yes

Consortia Report on Governance Compliance of Rules and Procedures – Amended August 2018

Consortium Name:

Planning Grant Fiscal Agent Name (for tracking purposes only):

Consortium Point Person (or person submitting this document):
Name:

Consortium Role:

E-Mail:

1. Have all community college districts, school districts, or county offices of education, or any joint powers authority consisting of community college districts, school districts, county offices of education, or a combination of these, located within the boundaries of the adult education region been allowed to join the consortium as a member?

In accordance with AB104, all eligible providers of adult education within our boundaries were invited to join the SBCCDC. Current members include: San Bernardino Community College District (San Bernardino Valley College and Crafton Hills College), Colton Joint Unified School District, Redlands Unified School District, Rialto Unified School District, San Bernardino City Unified School District, San Bernardino County Superintendent of Schools, and Yucaipa-Calimesa Joint Unified School District.

2. Have all members committed to reporting any funds available to that member for the purposes of education and workforce services for adults and the uses of those funds? How will the available funds be reported and evaluated?

All Members will submit their data to the Consortium, and the Consortium staff will compile and submit the regional data to the state. The Consortium will identify funding sources to be reported annually in compliance to the Adult Education Block Grant. Official-designated members will certify the data annually to validate and check for accuracy. All Consortium members have agreed to the reporting of funds and to complying with this reporting process.

3. How will you assure that each member of the consortium is represented only by an official designated by the governing board of the member?

All members of the Executive Committee have submitted a document (memo) to their respective governing board to designate them as the official representative for their district. Each member will send the Executive Director minutes from their respective board meeting indicating their designation as the representative.

4. How will you assure that all members of the consortium shall participate in any decision made by the consortium?

The Consortium recognizes the benefits of full and active participation by all members in the decision-making process and implementation of IAEC Plans. Therefore, a calendar of meetings and each meeting agenda will be sent to members in advance. Agendas will be posted on the Consortium website. Email notifications and reminders will be sent to all members. Minutes from meetings will be distributed to members and posted to the Consortium website. Agencies participating in the IAEC have agreed to act in accordance with applicable AEBG law, the IAEC Annual Plans, and IAEC Three-Year Plan. IAEC Members participate annually in shared, or peer-to-peer monitoring for member effectiveness, adherence to IAEC Plans, and AEBG performance measured outcomes.

5. What will be the relative voting power of each member?

Each member's Board of Education will designate, via agenda item, a voting representative(s) to the Consortium Board and ensure attendance at and participation at regular Consortium meetings. Each member district shall have one (1) vote. Four K-12 Member Districts plus 1 Community College constitutes a quorum. In the case of a vacated position by a voting member, the "Interim" or "Acting" individual in the vacated position would be allowed to vote in their place. If a voting member is not able to attend a Board vote in person, votes may be cast via telephone and documented in the minutes, in accordance with the Brown Act. The vote of each officially designated member shall be recorded when cast. The names of the members making and seconding each motion shall be recorded in the Consortium minutes.

6. How will decisions be approved?

All Consortium meetings shall be conducted in accordance with AB104 Adult Education Block Grant (AEBG), the IAEC Governance Plan, and all applicable laws. Decisions will be made by consensus of members of the Consortium.

7. How did you arrive at that decision-making model?

From the onset of the AB86 planning phase, the consortium reached out to a professional facilitator who guides meetings using the Technology of Participation facilitation method. The Executive Committee discussed various governance models and decided upon the method that best suits this consortium

8. How will proposed decisions be considered in open, properly noticed public meetings of the consortium at which members of the public may comment?

The IAEC encourages all interested persons to attend monthly Board meetings and to address the Consortium Board concerning any item on the agenda or within the Consortium's jurisdiction.

The IAEC Board will act in accordance with the Brown Act of 1953 as contained in section 54950 et seq. of the California Government Code.

The following rules are intended to facilitate a presentation to the IAEC Board:

A. For matters not listed on the agenda:

I. Any individual who wishes to address the Consortium on any item of interest to the public that is within the subject matter jurisdiction of the Consortium and not listed on the agenda may do so under the agenda item entitled "Public Comments."

II. Without taking action, Consortium members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda.

III. In keeping with its right to determine the length of time to be allotted to agenda items, the Consortium Board has determined that the overall time to be allowed for the agenda item entitled "Public Comments" shall not exceed three (3) minutes per person, and a total time of 20 minutes, unless there are extenuating circumstances, in which case the Consortium Board may extend the overall time limit.

B. For matters listed on the agenda, a person who wishes to address the Consortium may do so by completing a brief form (including name, address, and agenda item). Upon recognition, the person should state his or her name and may address the Consortium. The order of public comments on the agenda item will be determined by the order

received. Individuals shall be allowed up to three (3) minutes to address the Consortium Board on each agenda item during the general public comments section of the agenda, unless there are extenuating circumstances, in which case the Consortium may extend the time limit for individual remarks.

9. Describe how will you provide the public with adequate notice of a proposed decision and consider any comments submitted by members of the public?

IAEC recognizes the benefits that are derived when input from the public is included as part of a transparent decision-making process, and will act in accordance with the Brown Act of 1953 as contained in section 54950 et seq. of the California Government Code. The Members will include the public in Consortium activities and programs whenever appropriate. The Consortium will provide the public with adequate notice of a proposed decision and consider any comments submitted by members of the public. Monthly meetings will include a designated time for public comment. Agendas will be posted on the Consortium website, and emailed in advance to Consortium members and partners. Consortium members are encouraged to post the agendas at their individual web sites

10. Describe how comments submitted by members of the public will be distributed publicly.

A summary of comments submitted by members of the public will be recorded in the meeting minutes and distributed publicly on the Consortium website

11. Describe the process by which the consortium will solicit and consider comments and input regarding a proposed decision from other entities located in the adult education region that provide education and workforce services for adults. Such entities will include but not necessarily be limited to, local public agencies, departments, and offices, particularly those with responsibility for local public safety and social services; workforce investment boards; libraries; and community-based organizations.

Several of the regional entities mentioned; libraries, WIB and community-based organizations had a strong presence during the AB86 planning phase and are kept abreast of consortium activity. In addition, the project coordinator attends quarterly regional county WIB meetings where all these entities are present and proposed decisions can be announced.

Community partners and other entities are invited and encouraged to participate in all Consortium meetings. IAEC's founding partners include the San Bernardino County Workforce Investment Board. Community agencies not benefiting from formal partnership with IAEC with an interest in adult education are encouraged to engage IAEC and its Members to benefit the region as appropriate until a formal partnership can be established

12. How will you determine approval of a distribution schedule pursuant to Section 84913?

The Executive Committee will vote on a distribution schedule pursuant to section 84913 at a regularly scheduled open meeting. This distribution schedule will encompass the active Three-Year Plan.

13. Has the consortium A) designated a member to serve as the fund administrator to receive and distribute funds from the program or B) chosen to have a funds flow directly to the member districts based upon the approved distribution schedule?

A) The San Bernardino Community College District was chosen by the consortium members to be the fiscal agent, and receive and distribute the funds.

14. How will members join, leave, or be dismissed from the consortium?

Per AB104 Legislation section 84917 those entities listed shall become a participating member of the consortium pursuant to receiving funds from the listed areas. In addition, new members will need to agree to and sign this governance template indicating they are aware and will abide by the consortium governance structure. For members to leave or be dismissed, section 84914 outlines characteristics such as a member is no longer willing to provide services, a member cannot provide services or a member is consistently ineffective in providing services as reasons for reduced funding, this consortium will use these measures to determine if a member needs to leave or be dismissed from the consortium

The Consortium will adhere to the membership guidelines as defined by AB104, Education Code, and the IAEC Member Contracts.

Considerations for dismissal from the Consortium include:

- The member no longer wishes to provide services consistent with the adult education plan;*
- The member cannot provide services that address the needs identified in the adult education plan; or*
- The member has been ineffective in providing services that address the needs identified in the adult education plan, and reasonable interventions have not resulted in improvement.*

In addition to the considerations specified in AB104:

- Regular attendance is expected at monthly Consortium meetings.*
- Dismissal from or admission to the Consortium shall be accomplished with a simple majority vote from the Consortium Board.*

- *If the member initiates leaving the Consortium, IAEC will require the member's Governing Board approval.*
- *If the Consortium initiates dismissal, the Consortium will inform the member's Superintendent and Governing Board and follow due process.*
- *IAEC Members may be dismissed from IAEC for failure to demonstrate member effectiveness.*
- *A record of intervention steps and dismissal actions shall be kept in the official minutes of Consortium Board Meetings.*
- *If the Consortium dismisses a Member, the Consortium Coordinator shall notify the AEBG State Project Monitor immediately.*

15. Does the consortium have a formal document detailing its working beyond the questionnaire?

An existing website houses all of the minutes to all the Executive, Steering and Hub meetings dating back to the onset of the grant documenting the existing working relationship.

<http://inlandab86.org/>

Consortium Member Signature Block

Name:

Consortia Member:

Email:

Date:

Signature Box:

Name:

Consortia Member:

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Adult Education Block Grant : Annual Plan : 2018-19 Produced: Jul 30, 2018, 7:03 PM UTC

47 Inland Adult Education Consortium

Plans & Goals - Draft

Executive Summary

In keeping with the Collective Impact approach of having the region work together, the Inland Adult Education Consortium (IAEC) has kept the spirit of collaboration central in all decision making. The Regional Comprehensive Plan serves as a foundational plan for the Consortium toward the realization of the vision and goals keeping in alignment with the county's vision of working together to create regional stability among adult education service providers. By partnering with community service providers including businesses, government and CBOs, the Consortium continues to work toward creating a comprehensive regional approach for students by providing tools and support for their progression along their educational career pathways. The Consortium implementation of services during the 2017-18 program year was based on refinements to the Regional Comprehensive Plan, data from Member Districts, LMI data, and strategies designed to directly impact the unmet academic needs of adult learners living within the region. The Consortium leadership chose three priority areas for the 2017-18 program year, with the goal of addressing the largest gaps in program area offerings to adult students. The three priority areas were High School Diploma/High School Equivalency, Basic Skills and English as a Second Language. The Community College District continued successful programs that were previously piloted for non-credit basic skills math. In addition, counselor/transition specialists were hired to assist in transitioning students from both non-credit to credit coursework at the college and work with each Adult School to transition students to postsecondary pathways. In the 2018-19 fiscal year, IAEC will embrace the opportunities to work regionally on the assessment and placement of students, use of student data in program design, address further gaps in services, and identify ways to support accelerated learning programs for students' academic pathways and/or career goals. IAEC will also expand the offerings of CTE courses across the region. The region will work together on continuing the implementation of a Consortium-wide professional development calendar and build additional relationships with more community partners to better leverage existing resources.

Regional Planning Overview

The IAEC Executive Board holds regular meetings to analyze and discuss student data, regional LMI shifts and emergent trends, and issues being faced by the staff at each Member's sites. These discussions inform the decisions for funding allocation, new program development, and pilot initiatives. Work on the 2019-2022 Three-Year Plan has commenced, and will be an ongoing process throughout the current fiscal year.

Meeting Regional Needs

Regional Need #1

Gaps in Service / Regional Needs

IAEC Member Districts engage in ongoing analyses to identify gaps in services, and provide remediation to the gaps at the Member level that will support career and academic pathways leading to median wages and/or transitions to postsecondary institutions. During the 2018-19 PY,

IAEC will implement Spanish GED preparation courses and NEDP to meet the varied needs of the region.

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

IAEC enlists the services of consultants to assist in the implementation of the Annual Plan including, but not limited to, Adult Education/CTE Program Implementation, WIOA, WASC, Contextualized Instruction, LMI Data Interpretation, Partnership Building, Meeting Facilitation, New Program Development, and Curriculum Design.

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

IAEC Members monitor, track, and evaluate performance outcomes for all new programs that are implemented to remediate identified gaps in services.

Gaps In Service

New Strategies

Strategy #1

IAEC Member Districts will hire additional administrative staff to support program expansion across all AEP program areas.

Strategy #2

IAEC Member Districts will expand CTE offerings to meet the needs of the region in support of high-growth sectors.

Strategy #3

IAEC Member Districts will expand counseling and student support services, including the hire of bilingual counselors and support staff.

Strategy #4

IAEC Member Districts will expand current program offerings across all 7 AEP funded Program Areas.

Seamless Transitions

New Strategies

Strategy #1

IAEC Member Districts will expand transition support services to postsecondary and the workforce. This includes, but is not limited to, the hiring of bilingual counseling and support staff.

Strategy #2

IAEC Member Districts will develop curriculum and alignment documents to better support transitions to postsecondary. All IAEC Member Districts will utilize CASAS eTests for student assessment, monitoring performance outcomes and informing data-driven instructional models.

Strategy #3

IAEC Member Districts, in partnership with the WDB, will expand NEDP services through increased enrollment and cross-referrals.

Strategy #4

Two Districts have applied for WASC accreditation which will better allow for the financial aid application process for students. Additionally, two Member Districts are in the process of WASC re-accreditation.

Student Acceleration

New Strategies

Strategy #1

IAEC Member Districts will continue to use co-location, block scheduling, noncredit boot camps, and cohort models as methods of student acceleration.

Strategy #2

IAEC Member Districts will continue to develop industry-sector specific, contextualized courses, that integrate basic skills into career development.

Strategy #3

IAEC will develop a Distance Learning Policy that applies to all Member Districts, and support adoption by all relevant school boards. Additionally, IAEC Member Districts will explore options for providing a broader level of technology support to students.

Strategy #4

IAEC Member Districts will continue to add both credit and noncredit learning opportunities, as well as certification programs and co-enrollment options, to course offerings.

Professional Development

New Strategies

Strategy #1

IAEC Member Districts will continue to offer Professional Development opportunities both within the Consortium and through attendance at regional, state, and national conferences.

Strategy #2

IAEC will continue to host AEP, TAP, CASAS and other Regional Training events.

Strategy #3

IAEC expects the faculty and staff of Member Districts to remain current in industry best-practices through professional development activities and thereby provide high-quality programs to the communities we serve. This includes, but is not limited to, participation in OTAN and COABE online learning opportunities, CalPro courses, and other opportunities for educational advancement.

Leveraging Resources

New Strategies

Strategy #1

IAEC will continue to utilize consulting services to support all Member Districts in meeting the goals of the AEP Objectives and Program Areas.

Strategy #2

IAEC will engage in continued marketing efforts across the region (print, radio, web).

Strategy #3

IAEC will continue to work with the San Bernardino WDB, and other regional organizations, to support Member effectiveness and sustain ongoing partnerships.

Strategy #4

IAEC will connect transitioning adult education students to resources on the community college such as EOPS, First Year Experience, Veterans Services, and CalWorks.

Fiscal Management

A narrative justifying how the planned allocations are consistent with the annual adult education plan which is based on your AEBG 3-year plan.

IAEC Board Members engage in ongoing data, program, and budget analysis to ensure continuous improvement among all Consortium Members and that decisions align to both the AEP Objectives and the AEP Program Areas, and to ensure that all funded initiatives align to the approved Three-Year Plan.

An approach to incorporating remaining carry-over funds from prior year(s) into strategies planned for 2018-19.

IAEC Member Districts participate in regularly scheduled Steering Committee meetings to examine budgetary needs and make recommendations to the Executive Board. Program Area Hubs also meet to discuss the program aspects of implementing the Annual Plan. The Executive Board reviews recommendations and votes on the spending of unallocated funds in accordance with AEP Allowable Uses Guidelines.

Certification

Colton Joint Unified School District, Member Representative

**Jerry Almendarez
Linda Resiwain
Brian Pope**

Awaiting Submittal

Redlands Unified School District, Member Representative

David Finley
Mauricio Arellano

Awaiting Submittal

Rialto Unified School District, Member Representative

Cuauhtemoc Avila
Edward D'Souza
Diane Romo
Kim Watson

Awaiting Submittal

San Bernardino CCD, Member Representative

Diana Rodriguez
Emma Diaz

Awaiting Submittal

San Bernardino City Unified School District, Member Representative

Dale Marsden
Leticia Villa

Awaiting Submittal

San Bernardino County Office of Education, Member Representative

Kit Alvarez
Andy Page

Awaiting Submittal

Yucaipa-Calimesa Joint Unified School District, Member Representative

Cali Binks
Dana Carter

Awaiting Submittal



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IAEC Annual Plan 2018-19

| District | Purpose | Budget | ONGOING COLA | UNSPENT ONGOING | ONE TIME | TOTAL UNSPENT |
|-------------|---|--------------|--------------|-----------------|----------|----------------|
| | | | \$408,421.00 | \$328,000.00 | | \$1,100,000.00 |
| COLA | | | | | | |
| SBCUSD | Increase in health/welfare STRS. Staff salary increases: 36 classified FT, 36 certificated FT with benefits, 56 PT with benefits, 10 rec. aides avg. 10 hours per week | \$300,000.00 | \$200,000.00 | | | |
| Redlands | Funding to cover wages & benefits for all staffing: 3% retroactive to July 1, 2017 and 4% increase to cost of benefits | \$14,500.00 | \$14,500.00 | | | |
| YCUSD | Develop with CRY-ROP CTE course construction technology \$60k projected cost for teacher (non-benefit position), \$30k projected cost for curriculum & supplies | \$60,000.00 | \$60,000.00 | | | \$30,000.00 |
| YCUSD | GED prep in Spanish to: (1) continue pilot section (2) open new section | \$12,500.00 | | | | \$25,000.00 |
| YCUSD | Full-time admin for program (YCJUSD received \$100k in funds to start this in the past) | \$180,000.00 | \$100,000.00 | \$80,000.00 | | |
| YCUSD | Funding to support staff hours for NEDP program (Consortium presently covers CASAS cost, not personnel) | \$7,000.00 | | | | \$14,000.00 |
| YCUSD | Pay faculty to write ESL curriculum to align adult school and college programs for ESL & ABE (math), cover faculty time to meet and align both curriculums | \$7,500.00 | | | | \$7,500.00 |
| SB County | Staff to assist with assessment, placement & guidance services, Purchase of assessments and practice tests, designated staff to oversee adult CTE programs, professional development, research development, data collection & evaluation. | \$60,000.00 | | | | |
| SB County | Implement EMT program including salary & benefits for instructor/coordinator, uniforms, CPR cards, books & supplies, assessments, placement services | | | | | |

| Gaps in Service | | | |
|------------------------|---|--------------|--------------|
| Colton | Mental health services for adults | \$8,500.00 | |
| Colton | Computer literacy skills | \$8,500.00 | |
| Colton | CTE courses | \$8,500.00 | |
| Crafton | Coordinator of all adult ed curriculum, section offerings, outreach & contact with AE schools | \$50,000.00 | \$50,000.00 |
| Crafton | Provide counseling services for YAS & RAS | \$30,000.00 | |
| Crafton | Offer non-credit AE courses | \$20,000.00 | \$20,000.00 |
| Rialto | Expand CTE pathways that meet job market requirements & district needs | \$200,000.00 | |
| Rialto | Market the adult ed program & brand, make physical improvements to campus to make it more appealing | \$100,000.00 | |
| YCUSD | Continue funding PD to support conferences/PD attendance throughout the school year | \$5,500.00 | \$5,500.00 |
| YCUSD | Maintain ABE math/ELA classes for students | \$40,000.00 | \$80,000.00 |
| YCUSD | Increase ABE/ELA classes for students | \$20,000.00 | \$20,000.00 |
| YCUSD | Expand to offer additional Spanish GED prep program section | \$12,500.00 | \$12,500.00 |
| SBCUSD | | | |
| SBCUSD | CTE Counselor guiding H.S. & adult ed students into career pathways, Career Placement Specialist to work with WDB to explore and gain employment, coordinate interviews, develop career planning, support personal and academic growth, work closely with WDB and provide them space at our facility | \$112,500.00 | \$0.00 |
| SBCUSD | CTE Counselor guiding H.S. & adult ed students into career pathways, Career Placement Specialist to work with WDB to explore and gain employment, coordinate interviews, develop career planning, support personal and academic growth, work closely with WDB and provide them space at our facility | \$112,500.00 | \$112,500.00 |
| Redlands | Hire full-time adult education administrator, as per WASC recommendations; increase staff development, program monitoring & management, community stakeholder outreach including colleges, industry, etc. Increase participation & persistence rates. (Noted on form: Redlands is the only accredited adult ed school without a FT administrator. Second highest HSD grad rate. To meet Barclays official CA code of regs related to admin staffing.) | \$140,000.00 | \$140,000.00 |
| SB County | Continue to offer high quality CTE programs such as manufacturing and cyber security that give students a livable wage raising their economic status, expand program offerings (EMT, Drone Tech.), implement pre and post assessments, industry recognized credentials, certifications | \$94,500.00 | \$94,500.00 |

| Student Acceleration | | | |
|----------------------|--|-------------|-------------|
| SBCUSD | Identify industry sectors to create internal vocational pathways | | |
| SBCUSD | Full time student services technician, outreach support | \$20,000.00 | \$40,000.00 |
| SBCUSD | Expand offering of credit-earning college classes | \$20,000.00 | \$20,000.00 |
| SBCUSD | Add certifications to more programs of study | \$20,000.00 | \$20,000.00 |
| SBCUSD | Accelerate student transitions to post-secondary by co-enrollment at college levels or non-credit ESL classes | \$20,000.00 | \$20,000.00 |
| Rialto | PD for staff to determine student needs so students may accelerate | \$50,000.00 | |
| Rialto | Training for students to accelerate using new technology and online programs | \$50,000.00 | |
| Rialto | Explore options for students to be able to check-out laptops and wifi | \$50,000.00 | |
| Rialto | Have a well articulated course sequence plan for the adult ed program | \$25,000.00 | |
| Colton | Create AE HS courses aligned to standards for adult ed students | \$10,000.00 | |
| YCUSD | Expand ABE hours to get ESL students to improve their skills and move into HSE or HSD or workforce | \$20,000.00 | \$15,000.00 |
| YCUSD | HSE students required practice tests on campus, required ABE class based on CASAS score, contract | | |
| YCUSD | Support Spanish speaking students to take GED & ESL class in addition to GED class | | |
| Redlands | Improve programs, ABE/GED revised curriculum, ABE/GED material (GED practice tests), textbooks – up to date for all programs, ESL curriculum writing in collaboration with Crafton for seamless transition, increased hours for ABE, teacher planning time for integration of standards and workforce skills, data analysis and planning next steps, identify and purchase alternative assessments, integrate workforce readiness skills | \$20,000.00 | \$20,000.00 |
| SB County | Block schedules – shorten length in days of program, couple classroom instruction with online curriculum resources, integrate work-readiness skills in all CTE course offerings | | |

| Seamless Transitions | | | |
|-----------------------------|--|--------------|--------------|
| Valley College | Personnel for follow-up with students - phone calls, appointments, etc. | \$10,000.00 | \$20,000.00 |
| Valley College | Provide exposure to educational opportunities in the state (field trips) | \$10,000.00 | \$20,000.00 |
| Valley College | Clerical, data tracking, community partnerships, conferences | \$15,000.00 | \$30,000.00 |
| Valley College | Coordinating with outreach staff to provide information and resources available to students as they transition to SBVC to include financial aid, admissions, FYE, EOPS, DSPS, | \$15,000.00 | \$30,000.00 |
| SB County | Program articulation to post-secondary education – SBVCC, early assessment, website resources & linkages to all IAEC members | | |
| SB County | Student placement support, on-the-job training – working with business & industry and local community colleges | | |
| Redlands | Maintenance of and/or increase in counseling support to meet student need, participation in mentoring program based on success data (not school size), students say they want to continue education – need support, build partnerships with ROP, colleges, WDD & industry, college visits, mentoring, internships, apprenticeships, summer bridge, college counselors, professional development, follow-up, implementation of 1-2 career ESL classes | \$20,000.00 | \$40,000.00 |
| Crafton College | Write curriculum that aligns with AE and Crafton curriculum | \$20,000.00 | \$20,000.00 |
| Crafton College | Workforce readiness certificate regionally recognized, to support the work involved to complete curriculum | \$10,000.00 | \$10,000.00 |
| Crafton College | Summer bridge program (EOPS), counseling 100, optional math support, university field trips, optional free lunch | \$2,000.00 | \$4,000.00 |
| YCUSD | Before starting last 5 credits meet with Alex to finalize (transitional-CHC), plans – FAFSA/college applications | | |
| YCUSD | Counselor – introduce student to Alex upon enrollment (transitional CHC), set requirement – meeting appointment (face-to-face) with Alex within first month of attendance | | |
| YCUSD | Elective credit- meeting with Alex (CHC transitional) application process college FAFSA, job readiness skills | | |
| Colton | Open career center for CJUSD – technology, furniture, additional staffing, full-time counselor 18-19 ongoing (60K spend down) | \$60,000.00 | |
| Rialto | Create effective evaluation & placement of adults in programs such as diploma, basic skills & EL | \$10,000.00 | |
| Rialto | Look for programs that offer career goals & options for adults to access the workforce & what jobs are in the community | \$30,000.00 | |
| Rialto | Hire guest speaker to college & industry sector so adults are aware of what they need to do to get certain careers | \$30,000.00 | |
| SBCUSD | “Thrive Nation” coaches/mentors for 18 – 24 year olds – target unemployed & underserved, personal coach, increase educational persistence and attainment, increase employment preparation & placement, develop life/career skills, align passion and strengths to career and life, serve 150 students - 8 week program for 75 students x2 | \$360,000.00 | \$360,000.00 |
| SBCUSD | Staff time to support “Thrive Nation” | \$20,000.00 | \$20,000.00 |

| Professional Development | | | | |
|---|-----------------------|---------------------|---------------------|-----------------------|
| Mini-courses (for example, a 20-slide presentation) to be created in exchange for conference attendance. Mini courses will be used to create a resource library that will be shared among all consortium members. | \$5,000.00 | | | \$5,000.00 |
| CCRS training | \$5,000.00 | | | \$5,000.00 |
| Develop "FAQS" | \$0.00 | | | \$0.00 |
| Filed trips to visit other consortia | \$0.00 | | | \$0.00 |
| COAAPPS training / 243 training (EL Civics) | \$2,500.00 | | | \$2,500.00 |
| Smartboards training | \$2,500.00 | | | \$2,500.00 |
| Fiscal training (budgeting, etc.) | \$2,500.00 | | | \$2,500.00 |
| Successful CTE models including fee versus non-fee | \$0.00 | | | \$0.00 |
| Motivational speakers for AE students | \$2,500.00 | | | \$2,500.00 |
| Strands for admin professional development | \$2,500.00 | | | \$2,500.00 |
| Blended learning | \$2,500.00 | | | \$2,500.00 |
| Distance learning policy implementation | \$2,500.00 | | | \$2,500.00 |
| How to develop community surveys | \$2,500.00 | | | \$2,500.00 |
| How to use Google docs | \$2,500.00 | | | \$2,500.00 |
| Working with students with disabilities (modifications, assessment, resources, etc.) | \$2,500.00 | | | \$2,500.00 |
| How to develop an adult school CTE Program | \$2,500.00 | | | \$2,500.00 |
| Leveraging Resources | | | | |
| Shared drive | \$0.00 | | | \$0.00 |
| Marketing on radio, in English and Spanish | \$16,000.00 | | | \$16,000.00 |
| Posters to display in the community (English/Spanish) | \$2,000.00 | | | \$2,000.00 |
| Brochures for potential students (English/Spanish) | \$2,500.00 | | | \$2,500.00 |
| Billboards | \$0.00 | | | \$0.00 |
| Banner standees for all partners | \$5,500.00 | | | \$5,500.00 |
| Short videos to take to presentations | \$5,000.00 | | | \$5,000.00 |
| Pop-up tents | \$500.00 | | | \$500.00 |
| Multiple language outreach | \$5,000.00 | | | \$5,000.00 |
| PSAs on local media | \$10,000.00 | | | \$10,000.00 |
| Total | \$2,605,500.00 | \$407,000.00 | \$332,500.00 | \$1,099,500.00 |
| Remaining | | \$1,421.00 | -\$4,500.00 | \$500.00 |