



INLAND

ADULT EDUCATION CONSORTIUM

Empowering Change

DRAFT Three-Year Plan

2019-2022

V6

Draft IAEC Three-Year Plan_V1

Section 1: Consortium Information

Consortium Name: Inland Adult Education Consortium

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Section 2: Comprehensive Regional Plan

Directions: Summarize your regional consortium's adult education impact for the previous planning period, and your vision, goals, and key indicators of progress for the next three-year planning cycle relative to the seven program areas allowable under AB 104.

2.1 Executive Summary

The Inland Adult Education Consortium (IAEC) is in California's Inland Empire, and covers a mix of urban, suburban, and rural geography. The region is in San Bernardino County; the largest county in the United States. There are five CAEP Consortia in San Bernardino County. IAEC consists of eight Member districts: Colton JUSD, Redlands USD, Rialto, USD, San Bernardino City USD, Yucaipa-Calimesa JUSD, San Bernardino County Office of Education, Crafton Hills College, San Bernardino Valley College.

In keeping with the Collective Impact approach of having the region work together, IAEC has kept the spirit of collaboration central in all decision making. This Three-Year Plan serves as the cornerstone for the Consortium toward the realization of the vision and goals of working together to create regional stability among adult education service providers while keeping in alignment with the San Bernardino County Workforce Development Board's Vision2Succeed initiative. 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 2016-19 program years were 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, 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 implemented 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 Schools to transition students to postsecondary pathways. IAEC continues to 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.

With a renewed commitment to the CAEP initiative, this plan was developed in a spirit of collaboration and partnership. During the 2019-2022 period, IAEC will primarily address gaps in service and seamless transitions. Additionally, the Consortium will deploy methods to support accelerated learning programs for students in their academic pathways and/or career goals and long- and short-term CTE certifications.

IAEC Member Districts engage in ongoing analyses to identify gaps in services, and adjust programs accordingly at the Member level that support career and academic pathways leading to increased wages and/or transitions to postsecondary institutions. The IAEC Executive Committee recognizes that Adult Education is a key component in building community equity across the region we serve.

2.2 Pre-Planning Assessment

Directions: In the Pre-Planning Assessment, you will identify:

- *Consortium and member(s) capacity including evaluation of current levels and types of education and workforce programs and services for adults in the region and funding available to members for Adult Education services.*
- *Key Partners including their current levels and types of education and workforce programs and services for adults, as well as sources of funding available to them for Adult Education services.*
- *Alignment of Adult Education services provided by the consortia with other regional plans and planning processes including those required under the Federal Workforce Innovation and Opportunity Act (WIOA) Title I and II, Carl Perkins, California Chancellor's Office Strong Workforce Program, and other regional planning processes.*

To prepare for drafting the Three-Year Plan, IAEC engaged in a series of activities:

- A. The CAEP Three-Year Planning Self-Assessment Tool was utilized by the Member Districts to assist in the process of planning for this report.
- B. A professionally facilitated Steering Committee Meeting was held to gather input from the Member District administrators.
- C. A meeting was held with the five (5) CAEP Consortium Directors in San Bernardino County, where the San Bernardino County Workforce Development Board delivered two presentations on Labor Market Information and the future of the County via the Vision2Succeed initiative.
- D. American Community Survey and Self-Sufficiency Standard web site were used to better understand demographic data.
- E. San Bernardino County Labor Market Intelligence Report, released in February 2019, was used to identify industry trends and inform educational program offerings.
- F. The CAEP Consortium Factsheet, released in April 2019, was used as a cross-reference tool to validate data in this Plan.

Table 1. Regional Service Providers

Directions: Table 1. Entities that provide education and workforce services to adults in the region with current levels and types of adult education programs within the region

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IM Tech	Training	Multiple Locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Job training/certification
McLane Foods	Training	Multiple Locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Job info/training
AJCC	Training	Multiple Locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Job info, fairs, resume
CJUSD Classified	Training	Colton CA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Job info, training
Jobs Now	Training	Multiple Locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Job info
WDB	Training	Multiple Locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Job info
Catholic Charities	NPO	Multiple Locations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Legal advice for citizenship
SB County Libraries	Public Libraries	San Bernardino County	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ESL Instruction at sites
Loma Linda University	Education	Loma Linda CA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Internships
Totally Kids	Medical	Inland Empire CA	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Clinical Internships
CSRJ		San Bernardino CA	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	GED
Valley College	Education	San Bernardino CA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	FAFSA, ed. plans, referrals
Crafton Hills College	Education	Yucaipa CA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	FAFSA, ed. plans, referrals
Sierra High School	Education	San Bernardino CA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CBET, referrals, DELAC, pathways

San Andreas High School	Education	San Bernardino CA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CBET, referrals, DELAC, pathways
Career Institute	Education	Rancho Cucamonga CA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Paid internships, work experience
Stater Bros.	Retail Store	San Bernardino CA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work training
Barber Apprentice Council	Apprenticeships	Riverside CA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Internships
Sun Mar Healthcare	Healthcare	Inland Empire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Internships
CSUSB	Education	San Bernardino CA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tutors, education services
CRY-ROP	Redlands	Redlands CA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Education services
Crafton Hills College	Education	Yucaipa CA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Education services
Coventry Pet Resort	Animals	Redlands CA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Employment readiness
Smiley Library	City Library	Redlands CA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Education services
Benchmarks	Rehab	Redlands CA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Education services
Redlands Community Scholarships	Education	Redlands CA	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Education services
Rialto Parent Center	Education	Rialto CA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Childcare
City of Rialto	City	Rialto CA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Advertise, future partner

Kaiser	Medical	Multiple Locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CTE
CVS	Pharmacy	Multiple Locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CTE
Target	Retail	Multiple Locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CTE
Walgreens	Retail	Multiple Locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CTE
Colton Pharmacy	Pharmacy	Colton CA	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CTE
Converge One	Tech	Multiple Locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mentoring
CRY-ROP	Education	Redlands CA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Certification, facilities
Adult Correctional Facilities	Law Enforcement	Multiple Locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Education
Chaffey College	Education	Chaffey CA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Course articulation
San Bernardino Valley College	Education	San Bernardino CA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cyber camps, articulation
Victor Valley College	Education	Victor Valley CA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Course articulation, credit
San Bernardino County ASC	Education	San Bernardino CA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Referral programs
GBSI	Curriculum tech.	San Bernardino CA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Curriculum, certification
NICER	Comp. Science	San Bernardino CA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Curriculum, PD, teacher

[illegible]

[illegible]

Table 2. Funding for Adult Education Programs and Services

Directions: Table 2. Funding available within the region to support adult education services. This includes both funds subject to allocation processes in the consortium and categorical or other funding types which may support services or instruction for adult education students

Source and Type of Funds	Funding Estimates FY2019-20	Funding Estimates FY2020-21	Funding Estimates FY2021-22
State / Federal Funding			
AEP	\$10,750,584	\$10,750,584	\$10,750,584
CalWORKs	\$0	\$0	\$0
CCD Apportionment	\$0	\$0	\$0
Corrections	\$0	\$0	\$0
LCFF / District Funds	\$0	\$0	\$0
Perkins V	\$0	\$0	\$0
WIOA II	\$0	\$0	\$0
Other			
	\$0	\$0	\$0
	\$0	\$0	\$0
Total	\$0	\$0	\$0

*Not assuming COLA for out-years.

2.3 Community Need and Customers

Directions: In this section you will:

- 1. Describe the regional need for Adult Education and workforce services as it pertains to (1) your current customers, (2) the regional community, and (3) the regional labor market.*
- 2. Define shared and unique customers, as well as service priorities and communities of need.*
- 3. Evaluate the alignment between needs and levels and types of services available within the region to meet Adult Education and workforce needs.*

- A. The CAEP Three-Year Planning Self-Assessment Tool was utilized by the Member Districts to assist in the process of planning for this report.
- B. A professionally facilitated Steering Committee Meeting was held to gather input from the Member Districts.
- C. A meeting was held with the five (5) CAEP Consortium Directors in San Bernardino County, where the San Bernardino Workforce Development Board delivered two presentations on Labor Market Information and the future of the County via the Vision2Succeed initiative.
- D. American Community Survey and the Self-Sufficiency Standard web site were used to better understand demographic data.
- E. San Bernardino County Labor Market Intelligence Report, released in February 2019, was used to identify industry trends and inform educational program offerings. (Appendix G)
- F. CAEP Consortium Factsheet, released in April 2019, was used as a cross-reference tool in developing this Plan.

To assess the needs of the Inland Empire, the IAEC Executive Committee undertook a series of activities to better understand the needs, customers, and demographics of the communities served by the Consortium.

A. Three-Year Planning Self-Assessment Tool

The CAEP Three-Year Planning Self-Assessment Tool was used by the IAEC Steering Committee as a means of better understanding the current strengths and opportunities of the Consortium. The tool was used as a launch point of discussion, and resulted in a consensus outcome.

B. Professionally Facilitated Steering Committee

A professionally facilitated meeting of the Steering Committee was held in April 2019. The meeting yielded information about the goals of each Member District, and the areas of focus for the coming 12-month period and beyond.

When asked to identify Three-Year Vision and Goals, Steering Committee Members identified:

CONSENSUS OF VISION AND GOAL AREAS FOR NEXT THREE YEARS					
CONTINUED SUPPORT AFTER TRANSITION	NEW AND EXPANDED CTE PROGRAMS	INCREASED TRANSITIONS THROUGH PROGRAM ALIGNMENT WITH COLLEGE, COMMUNITY AND WORKPLACE	INCREASED PROGRAM ALIGNMENT WITHIN THE CONSORTIUM	INCREASED ASE COMPLETION BY 5% PER YEAR	DIGITAL LITERACY EMBEDDED IN ALL PROGRAMS
<ul style="list-style-type: none"> - Adult Ed student pathways, AB540, AB705 - Adult Ed department (Director/coordinator, counselors, staff) - ESL Adult ED student cohorts – “mentors” 	<ul style="list-style-type: none"> - Expanded CTE classes (phlebotomy, optical tech., dental assistant) - Non-credit CTE certificates (escrow, tax prep., computer literacy) - Implement 5-week modules for CTE classes - ROP classes (graphic arts, electronics, automotive, welding) - Increased apprenticeship program - Technology classes – programming - Specialty in CTE by agency (ex. ICEC nursing, Colton truck driving) 	<ul style="list-style-type: none"> - Partnerships with community, colleges, industry - Partnerships with city, colleges and local business - Non-credit comm. college classes at adult schools - Documented articulation with SBVC and CHC - Workplace ESL (ex. ESL for Amazon workers), basic Spanish to employees - Student internships at local businesses - Business partnerships for on-site courses - ESL partnership with comm. college - Career pathways link between district, adult ed, college - Workforce rep at Adult School site 	<ul style="list-style-type: none"> Consortium-wide logistics program - Two industry-specific programs at every agency - Like services, programs (ESL, GED, HSD, Citizenship) - Promote services, programs within consortium - Articulation for ESL - college CTE - Full time counselor at every site - Career and job placement liaison 	<ul style="list-style-type: none"> - 15% increase diploma/GED - Saturday classes - Same graduation requirements in the consortium - Consortium graduation banquet, “top 50 students” per school - ASE at libraries (tutors) - Math lab at Adult School to prepare students for college level math (partnership!) - Expanded distant learning, hybrid classes 	<ul style="list-style-type: none"> - Infuse more technology into curriculum

C. San Bernardino County Consortium and Workforce Development Board Meeting:

San Bernardino County is the largest county in the United States. As such, there are five CAEP Consortia that represent 7 Community Colleges, 33 K-12 School Districts, 3 County ROPs, and 1 Workforce Development Board. To ensure alignment between the five CAEP Consortia, a meeting was called in February 2019, for the five CAEP Consortium Directs and the San Bernardino Workforce Development Board.

The meeting included two presentations from the San Bernardino Workforce Development Board, followed by a discussion of the CAEP Consortium Directors on how best to align Three-Year Plans and other efforts moving forward. The San Bernardino Workforce Development Board presentation focused on the needs of adults in the County, and on the four top growth sectors: Logistics/Transportation; Logistics/Warehousing; Manufacturing; Healthcare.

Moving forward, the five Consortia Directors agreed to meet quarterly to ensure the continued alignment of goals and strategies.

D. American Community Survey; Self-Sufficiency Standard

According to the 2017 American Community Survey (<https://www.census.gov/>), 20.8% of the region does not complete high school.

The median income of \$36,606 falls short of the required income shown Self-Sufficiency Standard (<https://insightcced.org/2018-self-sufficiency-standard>), a family of four requires an income of \$59,553 or an hourly wage of \$14.10 for both wage-earning adults in the household. This makes the cost of living very high, given the jobs available in the Inland Empire region. Additionally, 36.4% of the population lives below the federal poverty line.

Non-native English speakers account for 25.4% of the population, with 21.6% being native Spanish speakers. Asian and Pacific Island languages account for an additional 2.3% of the population.

E. San Bernardino County Labor Market Intelligence Report

County employment grew 3.6% year-to-year as of Q1 2018, as compared to the California rate of 2.4%. Additionally, the County's average annual wage increased 2.7% year-to-year. In 2017, the County on net saw roughly 25,000 new residents settle in the region through domestic migration. Home prices in San Bernardino County are 60% less than in neighboring Orange County and 50% less than in neighboring Los Angeles County. In 2017, median contract rent in San Bernardino County accounted for roughly 30% of median household income, below the 33% in Los Angeles and Orange Counties. While San Bernardino County's youths (ages 16 to 24) have a higher Labor Force Participation Rate (LFPR) than their coastal counterparts, among the County's prime working age population (ages 25 to 64), LFPR has been trending down for workers of all educational attainment levels.

Released in February 2019, the Labor Market Intelligence Report identifies four (4) key industries in San Bernardino County.

Industry 1: Transportation

In 2017, the Transportation sector accounted for around 6% of County employment. Since 2010, employment in Transportation has grown by approximately 27% (around 9,000 jobs), which is in line with the sector's growth at the state level. Transportation wages have been growing since 2010 and have increased by 13% since then (compared to 16% for overall wages in the County). The Transportation sector has created more jobs than the locally available talent pool can accommodate.

Industry 2: Warehousing

In 2017, the Warehousing sector accounted for around 9% of County employment. From 2010-2017, the number of warehousing jobs in the County has nearly doubled, growing from roughly 35,000 to nearly 69,000. Wages in the Warehousing industry have grown by 5% since 2010 and on an annualized basis, accounting for inflation, real wages in Warehousing have declined since 2010. Trends in Warehousing wages have acted as a drag on the capacity for wages to increase in the County's broader economy. While the share of temporary help services workers has come down from its peak in 2015, temporary workers have represented a greater share of the County's employment than they have in the state since 1998.

Industry 3: Manufacturing

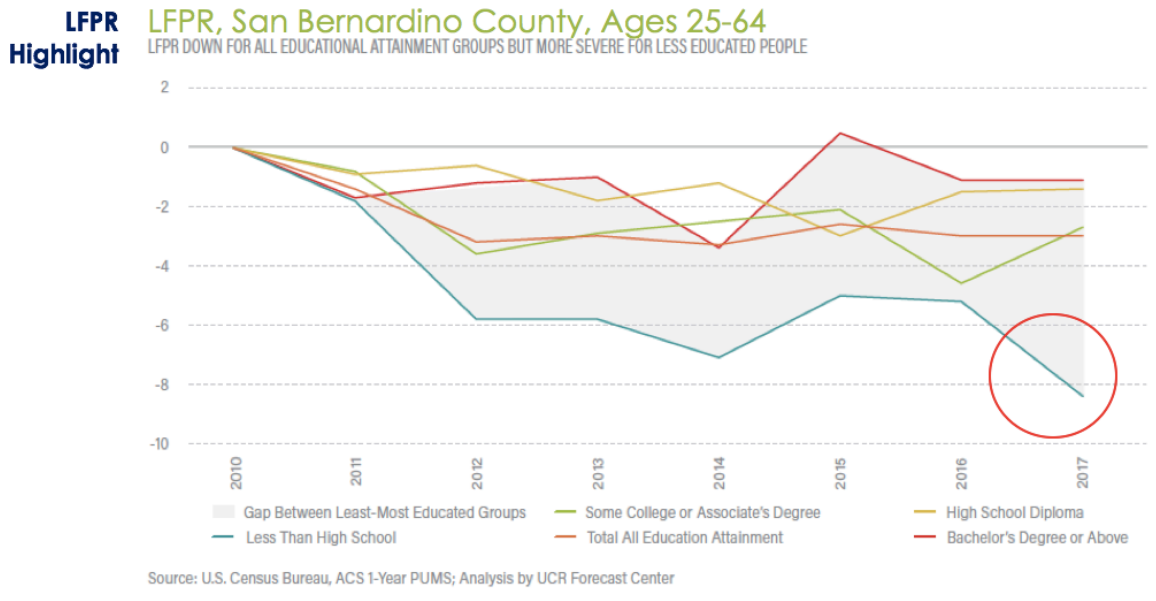
In 2017, the Manufacturing sector accounted for around 9% of all jobs in both San Bernardino County and the State of California. Although historically declining, Manufacturing employment has grown 22.5% since 2010 in the County (CA, 6% and U.S., 8%). The industry in the County has been growing at three times the pace of the industry's growth in the rest of the state. In 2017, the average Manufacturing job in San Bernardino County paid an annual wage of \$55,670. From 2012-2017, the number of Manufacturing workers commuting from Los Angeles County to San Bernardino County doubled. Among Manufacturing workers in San Bernardino County who have less than a high school diploma, 59% earned less than \$30,000 in 2017, whereas 70% of those with at least a bachelor's degree made at least \$50,000.

Industry 4: Healthcare

In 2017, the Healthcare sector represented 14.3% of County employment. The Center expects the Healthcare industry to make the largest contributions to job gains in San Bernardino County over the period from 2018 to 2028. From 2010-2017, the Healthcare sector grew by an impressive 59%, adding around 38,000 jobs. Over that same period, wages in the Healthcare industry have been flat, at around \$47,000 per year. The number of County residents working in Healthcare with a bachelor's degree or above increased by 38% over the last five years.

All four industry clusters profiled grew faster in terms of employment in San Bernardino County since 2010 than they did at the state or national levels. Together, these sectors account for around 40% of the County's total employment, but they have accounted for 55% of all job growth in the County since 2010.

Additionally, The Labor Force Participation Rate for less educated 25-64 year olds, indicates a significant barrier for those who have “less than a high school” diploma:

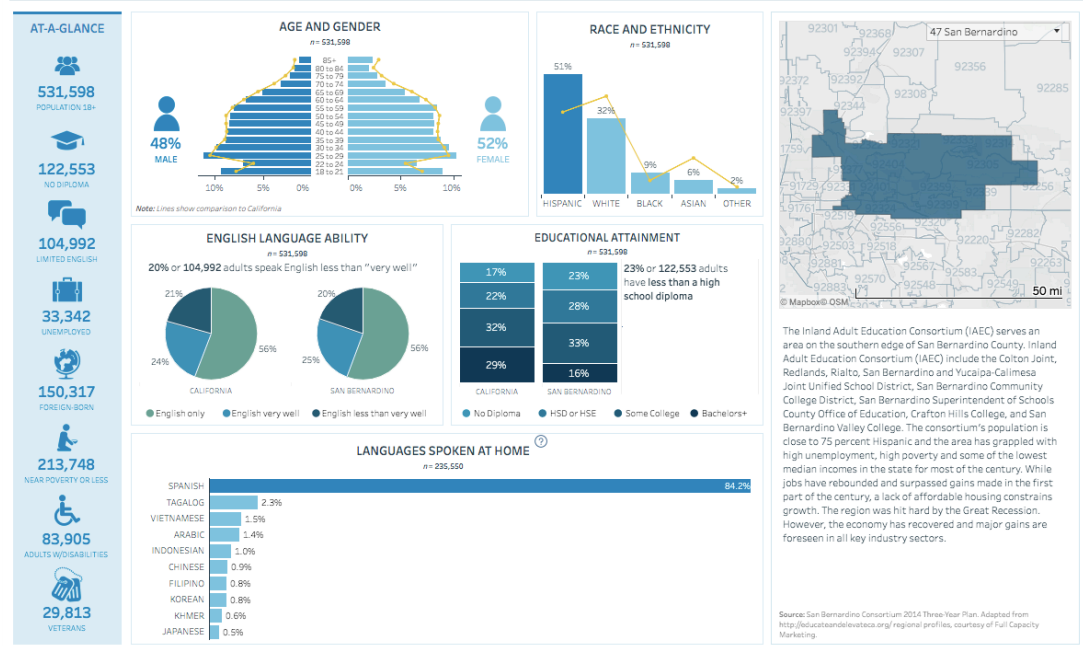


F. CAEP Fact Sheet

CAEP Consortium Factsheet, released in April 2019, was used as a cross-reference tool in developing this Three-Year Plan.

Regional Demographics

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2.4 Identifying Goals and Strategies

Directions: In the Goals and Strategies section, you will:

- *Identify activities and measurable goals to address community needs & improve student outcomes.*
- *Describe strategies to improve integration of services including, but not limited to, alignment of intake / placement for adults seeking education and workforce services, program mapping, and alignment of curriculum and standards.*
- *Describe strategies to improve transitions into postsecondary education and the workforce.*

Figure 1. Logic Model

Goal Area	Strategy	Output	Short-Term Outcomes (12-Month)	Intermediate Outcomes (1-3 Years)	Long-Term Outcomes (3-5 Years)
<i>We will focus on the following AB104 Objectives:</i>	<i>We will accomplish the following activities:</i>	<i>These activities will produce the following evidence or service delivery:</i>	<i>If accomplished, these activities will lead to the following outcomes in the next year</i>	<i>If accomplished, these activities will lead to the following outcomes in 1-3 years</i>	<i>If accomplished, these activities will lead to the following outcomes in 3-5 years</i>
1. Seamless Transitions	A. Develop articulation agreements between Adult Schools and the Colleges	Greater transition of students to postsecondary, for credit programs	Two pathways aligned to college courses	Five pathways aligned to college courses	Pathways for all relevant courses
	B. Create articulation agreements for CTE programs from Adult Schools to the College	Framework for career pathways	Implementation of two career CTE pathways	Increased transition to postsecondary & CTE; Pre-Apprenticeship programs	Apprenticeship programs
	C. Increase number of ABE/ASE/ESL/CTE courses based on community need and enrollment demand	Increase in class scheduling (including Saturdays); Greater student persistence	Faster literacy gains; better understanding of data usage	Additional funding streams due to increased performance outcomes and graduation rates	Ongoing community needs evaluation
	D. Increase completion rates in all program areas	Greater number of students transitioning to postsecondary programs and the workforce	5% enrollment growth	10% enrollment growth	15% enrollment growth

	E. Adult Education becomes a department on both college campuses	Meeting with college stakeholders to develop buy-in for an adult education department	Conduct meetings and develop a framework for an office of adult education to become part of the campus	Hire director, additional counselors, and support staff for recruitment and to support retention of adult education students	Fully operational department
	F. Adult education student pathways to support AB540 and AB705	Previously non-qualifying students will qualify for transition to postsecondary	Internal discussions to develop procedures for validation of courses and transcripts	Students implementing the pathway to transition to postsecondary	Fully implemented pathway for AB540 and AB705 students
	G.				
2. Gaps in Service	A. Expand and improve outreach and marketing to target identified populations	Increased enrollment for all Member Districts	Increased social media presence; Enhanced print marketing campaign; Ongoing radio PSAs	Increased social media presence; Enhanced print marketing campaign	Increased social media presence; Enhanced print marketing campaign
	B. Educate the community about what the Consortium does	Stronger and more established community partnerships	Regularly scheduled Community Stakeholder meetings	Ongoing engagement with business, faith-based, governmental, and non-profit stakeholders	Formation of an ongoing Advisory Council for IAEC
	C. Expanded service hours and classes offered across all Member Districts	Increased accessibility to students	Increased enrollment; Increased program completions	Increased CAEP performance outcomes	Implementation of data-driven instruction

D. Infused digital literacy and technology instruction into curriculum	Students with a deeper knowledge of technology demonstrated through the Northstar Digital Literacy Assessment	Professional Development for all faculty/staff on embedding DL into instructional models	Fifty percent of classes have embedded ISTE skills	Technology instruction pervasive across all classes
E. Add credit and non-credit CTE classes and certificates (short- and long-term)	Wage increases and higher job placement rates and mobility as demonstrated through DIR and MIS reporting	Identify industry sectors aligned to Strong Workforce for additional courses	Increased Pre-Apprenticeship program offerings	Implement apprenticeship programs
F. Workplace / Contextualized ESL (VESL) courses	Increased program offerings and enrollment	Pilot programs in all Members Districts for contextualized ESL	Fully established VESL programs	Expanded program offerings by all Member Districts
G. College courses taught at Adult Schools	Dual / co-enrollment programs taught by college faculty at Adult Schools	Identification of courses to offer at Adult Schools	Pilot college courses at Adult Schools	Add courses to offerings at Adult Schools
H.				

3. Student Acceleration	A. Increase enrollment, graduation rates, and transitions to post-secondary and/or employment	Increased performance outcomes	5% increase in transitions validated through DIR and MIS reports	10% increase in transitions validated through DIR and MIS reports	15% increase in transitions validated through DIR and MIS reports
	B. Improve information available to students about career pathways, career opportunities, and alignment between course offerings at the Adult Schools and the Community Colleges	Develop a Career Pathway Matrix	Conduct a study to determine community needs for Career Pathways	Establish a pilot program	Reevaluate program success and create next-steps
	C. ESL Mentorship Program for adult students transitioning to the colleges	Deeper and broader integration into postsecondary campus life	Pilot mentorship program implemented	First cohort successfully transitioned to college	Graduation and/or program completion of first cohort
	D. Implement consistent Distance Learning Policies across all Member Districts	Distance Learning Implementation Manual; Reporting of Distance Learning proxy hours in DIR and MIS	Draft Distance Learning Implementation Manual	Implementation of Distance Learning policies and procedures	Fully implemented Distance Learning policies and increased enrollment across all Member Districts
	E.				

4. Professional Development	A. Develop an ongoing professional development plan for all Members	Develop a deeper and broader understanding of how Adult Education services are funded, structured, delivered, and evaluated in California and across the US to better align service delivery with community needs	The IAEC Board and Member District Faculty/Staff will attend regional, state and national conferences and convenings; Information gathered will be used to provide ongoing internal professional development by attendees	Ongoing participation in professional development opportunities by Board, Faculty and Staff	Ongoing participation in professional development opportunities by Board, Faculty and Staff
	B. Program-specific professional development	Greater depth of knowledge for adopted assessments, programs, and curricula; Andragogical Instructional Best Practices (differentiated instruction to meet varied learning styles)	Increased level of data-driven placement and instruction	Increased National Reporting System Educational Functioning Level gains	Reevaluate
	C.				
5. Leveraging Resources	A. Stronger engagement with the Workforce Development Board by all Consortium Members	Develop policies and procedures for cross-agency referrals	Increase in labor force participation; increased job promotions; increased wages	Pilot programs with the Workforce Development Board	Established partnerships with the Workforce Development Board

B. Leverage resources to serve more adult learners through a collective impact model	Develop a strategic plan to identify economies of scale across Member Districts	Implementation of strategies to leverage existing resources	Additional strategies added to strategic plan	Reevaluation of strategies to align to current funding streams
C. Partner with the Workforce Development Board on developing an employability skills program, IET opportunities, and employer-focused basic skills training	Identify areas for collaboration	Engage with regional employers to identify programs that can be supported through IAEC and Workforce Development Board	Pilot programs with the Workforce Development Board	Reevaluate and adjust as needed
D. Student internships and work-based learning opportunities established with local businesses	Greater transitions of students to the workplace	Identified career pathways that support high growth industries identified by the Workforce Development Board	Pilot internships in three identified industry sectors	Established placement of students in work-based learning opportunities
E. On-site classes offered at local businesses	Increased wages and promotions	Sign MOU with identified businesses	Established on-site courses at identified employers	Additional businesses added to employer-based course offerings
F. American Job Center representative at each Member site	Career and job placement liaison	Establish MOU with Workforce Development Board	Dedicated American Job Center time at each Member site	Expansion of programs to include all Members
G.				

Table 3. Progress Indicators

1.	Seamless Transitions
	Demonstrable increase in transitions to postsecondary as evidenced through Member District DIRs and MIS reports.
	Demonstrable increase in transitions to the workforce as evidenced through Member District DIRs, MIS reports and LMI data.
2.	Gaps in Service
	Increased number of courses and curriculum subjects being offered by Member District.
	Digital Literacy and Technology skills embedded in courses.
3.	Student Acceleration
	Developed and implemented articulation agreements between K-12 Adult Schools and the Community College.
	Fully implemented Distance Learning Implementation Manual.
4.	Professional Development
	Approved and implemented plan for professional development across Member Districts.
	Participation by board, faculty and staff from all Member Districts in professional development opportunities.
5.	Leveraging Resources
	Expanded service offerings in partnership with the Workforce Development Board and local businesses.
	Placement of students in internships and work-based learning opportunities.

2.5 Piloting and Implementation

Directions: In the Pilots and Implementation section, you will:

- 1. Explain how you will prototype new strategies and;*
- 2. Evaluate the effectiveness of these pilots using formative data collected throughout to inform continuous improvement processes, as well as summative data to assess the overarching impact of these strategies.*

To meet the goals identified above, the following strategies will be implemented:

NEDP: Yucaipa-Calimesa JUSD & Inland Career Education Center

To better meet the multi-faceted needs of adult learners, NEDP has been implemented in two member districts.

Spanish GED: Yucaipa-Calimesa JUSD

To meet the needs of Spanish speaking students, and employers, a Spanish GED course is being piloted.

Career Center: Colton USD & Redlands USD

To increase job placement and support the skills needed for wage increases, Career Centers are being established.

Employability Skills: Yucaipa-Calimesa JUSD & Crafton Hills College

Employability skills training is being piloted to build work readiness skills and basic computer skills.

Summer Bridge Classes: Crafton Hills Community College

Three units of transfer level credits can be earned by enrolling in a five-week college transition program.

Community Engagement Plan: IAEC

The Consortium Director will develop and implement a community engagement plan to outline a multi-year effort to weave the services offered in the region into a comprehensive approach to collective impact.